



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Tennessee
at Chattanooga

Campus Climate
Research Study

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Rankin & Associates, Consulting

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Executive Summary

Introduction

History of the Project

The University of Tennessee at Chattanooga (UTC) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community, and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to utilize the critical thinking and citizenship skills that will benefit them throughout their lives.

UTC also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UTC's mission statement, “The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community.”¹ To better understand the campus climate, the University of Tennessee recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students. During the Spring 2017 semester, UTC conducted a comprehensive survey of all students to develop a better understanding of the learning, living, and working environment on campus.

In June 2016, members of the University of Tennessee and UTC formed the Systemwide Climate Study Team (SCST) and the Local Climate Study Team (LCST). The SCST and LCST were composed of primarily of institutional administrators. Ultimately, the University of Tennessee system contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “MyCampus Student Experience Survey.” Data gathered via reviews of relevant UTC literature, and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented at a community forum.

¹<http://www.utc.edu/about/mission.php>

Project Design and Campus Involvement

The conceptual model used by Rankin and Associates as the foundation for UTC's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. UTC's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate.

The LCST collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for UTC that would reveal the various dimensions of power and privilege that shape the campus experience. The final UTC survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

In total, 3,249 students completed the survey. In the end, the University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at UTC.

UTC Participants

UTC student community members completed three thousand two hundred forty-nine surveys for an overall response rate of 31%. Only surveys that were at least 50% completed were included in the final data set for analyses.² Eighty-eight percent ($n = 2,849$) of the sample were Undergraduate Students and 12% ($n = 400$) were Graduate/Professional Students. Table 1

²Eighty-nine (89) surveys were removed because they did not complete at least 50% of the survey, and 16 duplicate submissions were removed. Any additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic.³

Table 1. UTC Sample Demographics

| Characteristic | Subgroup | <i>n</i> | % of Sample |
|------------------------------|--|-----------------|--------------------|
| Student status | Undergraduate | 2,849 | 87.7 |
| | Graduate/Professional | 400 | 12.3 |
| Gender identity | Man | 1,090 | 33.5 |
| | Woman | 2,111 | 65.0 |
| | Transspectrum | 40 | 1.2 |
| Racial/ethnic identity | Asian/Asian American | 71 | 2.2 |
| | Black/African American | 284 | 8.7 |
| | Hispanic/Latin@/Chican@ | 77 | 2.4 |
| | People of Color | 43 | 1.3 |
| | White | 2,539 | 78.1 |
| | Multiracial | 176 | 5.4 |
| Sexual identity | LGBQ | 238 | 7.3 |
| | Heterosexual | 2,883 | 88.7 |
| | Asexual | 9 | 0.3 |
| Citizenship status | U.S. Citizen | 3,055 | 94.0 |
| | Non-U.S./Naturalized Citizen | 188 | 5.8 |
| Disability status | No Disability | 2,850 | 87.0 |
| | Single Disability | 272 | 8.4 |
| | Multiple Disabilities | 127 | 3.9 |
| Religious/spiritual identity | Christian Religious/Spiritual Identity | 2,340 | 72.0 |
| | Other Religious/Spiritual Identity | 72 | 2.2 |
| | No Religious/Spiritual Identity | 727 | 22.4 |

³The total *n* for each demographic characteristic may differ as a result of missing data.

Table 1. UTC Sample Demographics

| Characteristic | Subgroup | <i>n</i> | % of Sample |
|-----------------------|---|-----------------|--------------------|
| | Multiple Religious/Spiritual Identities | 74 | 2.3 |

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. High levels of comfort with the climate at UTC

Climate is defined as the “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 85% ($n = 2,771$) of Student respondents were “very comfortable” or “comfortable” with the overall climate at UTC.
- 82% ($n = 2,663$) of Student respondents were “very comfortable” or “comfortable” with the climate in their academic departments.
- 84% ($n = 2,720$) of Student respondents were “very comfortable” or “comfortable” with the climate in their classes.

2. Student Respondents – Attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁵ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁶ Attitudes toward academic pursuits are one indicator of campus climate.

- 89% ($n = 2,863$) of Student respondents “strongly agreed” or “agreed” that their advisors responded to emails, calls, or voicemails in a prompt manner.
- 83% ($n = 2,688$) of Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments.
- 79% ($n = 2,487$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTC faculty in the classroom; 71% ($n = 2,231$) felt valued by other students in the classroom.

⁴Rankin & Reason, 2008, p. 264

⁵Pascarella & Terenzini, 2005

⁶Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

- 71% ($n = 2,240$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models.

Student Respondents *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 11 on the survey. A significant difference existed in the overall test for means for Student respondents by gender identity, racial identity, sexual identity, and disability status on *Perceived Academic Success*. Analyses using these scales revealed the following examples of findings:

- Transspectrum Undergraduate Student respondents have less *Perceived Academic Success* than Men Undergraduate Student and Women Undergraduate Student respondents.
- White Undergraduate Student respondents have greater *Perceived Academic Success* than Black/African American and Multiracial Undergraduate Student respondents.
- LGBTQ Undergraduate Student respondents have less *Perceived Academic Success* than Heterosexual Undergraduate Student respondents.
- Undergraduate Student respondents with No Disability have greater *Perceived Academic Success* than Undergraduate Student respondents with a Single Disability and Undergraduate Student respondents with Multiple Disabilities and that Undergraduate Student respondents with a Single Disability have greater *Perceived Academic Success* than Undergraduate Student respondents with Multiple Disabilities.

Key Findings – Opportunities for Improvement

1. Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.⁷

Research also underscores the relationship between workplace discrimination and

⁷Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

subsequent productivity.⁸ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 10% ($n = 317$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.⁹
 - 27% ($n = 87$) noted that the conduct was based on their political views, 17% each felt that it was based on their academic performance ($n = 55$) and age ($n = 55$), and 15% ($n = 48$) felt that it was based on their ethnicity.
- Differences emerged based on age, racial identity, and gender identity:
 - By age, no significant differences were noted in the percentages of Student respondents who experienced exclusionary conduct.
 - Of Student respondents who noted that they believed that they had experienced exclusionary conduct, larger percentages of Student respondents aged 35 to 44 years (50%, $n = 6$) and aged 25 to 34 years (3%, $n = 12$) thought that the conduct was based on their age.
 - By racial identity, Multiracial Student respondents (16%, $n = 28$) and Student Respondents of Color (11%, $n = 53$) were more likely than White Student respondents (9%, $n = 226$) to have experienced this conduct.
 - Of those respondents who noted that they believed that they had experienced this conduct, larger percentages of Multiracial Student respondents (29%, $n = 8$) and Student Respondents of Color (26%, $n = 14$) than White respondents (4%, $n = 9$) thought that the conduct was based on their racial identity.

⁸Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

⁹The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- By gender identity, no significant differences were noted in the percentages of Student respondents who experienced exclusionary conduct.
 - Of those respondents who noted that they had experienced this conduct, 11% ($n = 221$) of Women Student respondents compared with 8% ($n = 89$) of Men Student indicated that the conduct was based on their gender identity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at UTC. A total of 107 Student respondents, including 94 Undergraduate Student respondents and 13 Graduate/Professional Student respondents elaborated on experiences with exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed.). Four themes emerged, 1) experiences with staff and administrators (e.g., as the sources of conduct), 2) experiences with faculty (e.g., provided further detail on incidents with faculty and chairs), 3) experiences with other students (e.g., including roommates and classmates as the sources of conduct), and 4) discriminatory acts (e.g., often based on the source's personal bias or stereotype).

2. Several constituent groups indicated that they were less comfortable with the overall campus climate and classroom climate.

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, veterans).¹⁰ There were significant differences by various demographics with regard to comfort with the climates of the campus, academic department, and class.

¹⁰Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

Overall Climate

- By gender identity: A higher percentage of Men Student respondents (40%, $n = 436$) than Women Student respondents (34%, $n = 716$) felt “very comfortable” with the overall climate.
- By racial identity: Lower percentages of Student Respondents of Color (31%, $n = 146$) and Multiracial Student respondents (25%, $n = 44$) than White Student respondents (38%, $n = 957$) felt “very comfortable” with the overall climate.
- By religious/spiritual identity: A higher percentage of Christian Student respondents (37%, $n = 859$) than Multiple Affiliation Student respondents (21%, $n = 15$) felt “very comfortable” with the overall climate.
- By disability status: A lower percentage of Student respondents with Multiple Disabilities (21%, $n = 27$) than Student respondents with No Disability (37%, $n = 1,046$) felt “very comfortable” with the overall climate.

Academic Department Climate

- By student status: A higher percentage of Graduate/Professional respondents (3%, $n = 11$) than Undergraduate Student respondents (1%, $n = 30$) were “very uncomfortable” with the academic department climate.
- By disability status: A lower percentage of Student respondents with Multiple Disabilities (28%, $n = 35$) than Student respondents with No Disability (38%, $n = 1,078$) felt “very comfortable” with the academic department climate.

Class Climate

- By student status: A higher percentage of Graduate/Professional Student respondents (3%, $n = 10$) than Undergraduate Student respondents (1%, $n = 20$) felt “very uncomfortable” with the class climate.
- By racial identity: A lower percentage of Multiracial Student respondents (22%, $n = 38$) than White Student Respondents (32%, $n = 798$) felt “very comfortable” with the class climate.

- By disability status: A lower percentage of Student respondents with Multiple Disabilities (17%, $n = 21$) than Student respondents with No Disability (31%, $n = 882$) felt “very comfortable” with the class climate.
- By first-generation status: A higher percentage of First-Generation Student respondents (35%, $n = 168$) than Not-First-Generation Student respondents (29%, $n = 807$) felt “very comfortable” with the class climate.

3. A small, but meaningful, percentage of respondents experienced unwanted sexual contact/conduct.

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the UTC survey requested information regarding sexual assault.

- 248 respondents (8%) indicated that they had experienced unwanted sexual contact/conduct¹¹ while at UTC.
 - 1% ($n = 25$) experienced relationship violence (e.g., ridiculed, controlling, hitting).
 - 1% ($n = 44$) experienced stalking (e.g., following me, on social media, texting, phone calls).
 - 3% ($n = 103$) experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment).
 - 2% ($n = 69$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape).

¹¹The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.”

○ < 1% ($n = 7$) experienced sexual exploitation¹² (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent).

- UTC students, acquaintances/friends, strangers, and current or former dating/intimate partners were identified as sources of unwanted sexual experiences.
- The majority of respondents did not report the unwanted sexual experience.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual experiences. A total of 15 Student respondents elaborated on why they did not report the relationship violence. Some Student respondents felt that “nothing could be done” or worried that they would “make the situation worse.” 26 Student respondents shared why they did not report stalking to a campus official or staff member. The two themes that emerged were 1) feeling that the situation was not serious and 2) feeling that they could handle the situation on their own. A total of 78 Student respondents elaborated on why they did not report the unwanted sexual interaction to a campus official or staff member. Three themes emerged: 1) the incident was not serious, 2) catcalling is common, and 3) feeling that nothing would be done. A total of 53 Student respondents explained why they did not report the unwanted sexual contact to a campus official or staff member. Feelings of shame and feeling that nothing would be done were the predominant themes.

Conclusion

Eighty-five percent ($n = 2,771$) of Student respondents were “very comfortable” or “comfortable” with the overall climate at UTC; 82% ($n = 2,663$) of Student respondents were “very comfortable” or “comfortable” with the climate in their academic departments; and 84% ($n = 2,720$) of Student respondents were “very comfortable” or “comfortable” with the climate in their classes.¹³ The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be “comfortable” or “very comfortable,” suggests that with a rate of 85%

¹²Due to low response numbers, subsequent analyses were not conducted and no further findings are published in this report.

¹³Additional findings disaggregated by student status and other selected demographic characteristics are provided in the full report.

UTC Student respondents were more comfortable with the campus climate than what is typically found in campus climate assessments. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. A lower percentage of Student respondents at UTC (10%, $n = 317$) noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results do parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority¹⁴.

UTC's climate assessment report provides baseline data on diversity and inclusion, and addresses UTC's mission and goals. While the findings may guide decision-making with regard to policies and practices at UTC, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the UTC community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. UTC, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

¹⁴Guiffreda, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

Introduction

History of the Project

The University of Tennessee at Chattanooga (UTC) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community, and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to utilize the critical thinking and citizenship skills that will benefit them throughout their lives.

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¹⁵<http://www.utc.edu/about/mission.php>

Project Design and Campus Involvement

The conceptual model used by Rankin and Associates as the foundation for UTC's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. UTC's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate.

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In total, 3,249 people completed the survey. In the end, the University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at UTC.

Contextual Framework and Summary of Related Literature

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where:

Intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and

where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals.

Hurtado (1992) and Harper & Hurtado (2007) focused on the history, compositional diversity, organizational structure, psychological climate, and behavioral dimensions of campus communities when considering climate. Building upon Harper’s and Hurtado’s work, Rankin and Reason (2008) defined climate as:

The current attitudes, behaviors, standards, and practices of employees and students of an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underrepresented, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Institutional Climate within Campus Structures

While many colleges and universities express that they are diverse, welcoming, and inclusive places for all people, the literature on the experiences of individuals from marginalized communities in the academy proposes that not all communities have felt welcomed and included on campus. For example, racial climate scholars suggest that the academy is deeply rooted in white supremacy and that higher education’s history informs current practices (Patton, 2016). Patton (2016) challenged higher education institutions to consider the ways in which their legacy

of oppression, beyond race, matters now and currently affects people from marginalized groups.

Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a *process* towards better learning rather than an outcome” (p. iv). Milem et al. further suggested that for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building a deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

Campus Climate and Student, Faculty, and Staff Success

Campus climate influences students’ academic success and employees’ professional success, in addition to the social well-being of both groups. The literature also suggested that various identity groups may perceive the campus climate differently and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D’Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008).

Several scholars found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively affected (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009). Several other empirical studies reinforced the importance of the perception of non-discriminatory environments to positive student learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research has supported the value of a diverse student body and faculty on enhancing student learning outcomes and

interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

In assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation. Limited views of identity may prevent institutions from acknowledging the complexity of their faculty, staff, administration, and students. Maramba & Museus (2011) agreed that an “overemphasis on a singular dimension of students’ [and other campus constituents’] identities can also limit the understandings generated by climate and sense of belonging studies” (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002).

Discussing the campus climate in higher education for students requires the naming of specific identities (e.g., position within the institution, age, socioeconomic status, disability, gender identity, racial identity, spiritual affiliation, citizenship, political affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within “acceptable” definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

Accessibility and Inclusivity

Currently, institutions of higher education meet the requirements from the Americans with Disabilities Act (ADA), yet many still provide the minimum support for community members of various abilities (Peña, 2014). Institutions of higher education repeatedly overlook students and employees with disabilities when addressing diversity challenges. Stodden (2015) asserts, “Often

students with disabilities are not a high priority for receiving support in accessing higher education. Another indication of the anomalous position of students with disabilities among diverse subpopulations is that they are often not included in the diversity initiatives provided by many institutions of higher education to foster greater understanding of and connections between diverse student subpopulations” (p. 3). When campuses move beyond the language of *accommodations* and are accessible to all individuals, institutions then will become more inclusive of people of various abilities.

Frequently, the term *accessibility* is used only in the context of “disability.” Understanding accessibility in terms of disability alone limits the potential for institutions of higher education and their constituents. Weiner (2016) shares the need to be cognizant and critical of scholarly work in higher education, regardless of one’s position and subject matter expertise, to create the most welcoming campus climates. The possibility of positively affecting multiple constituents with one policy change or new initiative goes far beyond the disability community. When higher education understands how shifting policies – for example, by providing open housing options – influences community members’ sense of comfort and belonging; mental, physical, and emotional health; and social opportunities, then a single experience of a marginalized individual (e.g., someone with a disability, someone who is genderqueer, someone with anxiety) does not have to be used as “the reason” to resolve systemic inequity. Institutions of higher education can proactively create policies and physical spaces for the diverse array of campus constituents to feel as safe as possible and to persist at school and at work (Wessel, Jones, Markle, & Westfall, 2009).

Campus Climate and Student Activism

Student activism in higher education is not new; rather, student activism is foundational in the history of many institutions and also a “culmination of years of activism around inequality” (Kingkade, Workneh, & Grenoble, 2015). Indeed, student activism built many advocacy and identity centers and created ethnic studies program (e.g., multicultural centers, LGBTQ centers, African American Studies, Women & Gender Studies, Latinx Studies, Queer Studies, Disability Studies).

Current national activist movements, such as #BlackLivesMatter and #NoDAPL, are deeply connected to current day activism in education. “Links between the broader social context of what is happening off-campus and students’ on-campus activism have long been a means for students to personalize, contextualize and make sense of what it means to pursue social change” (Barnhardt & Reyes, p. 1, 2016). Very recently, the website, thedemands.org, shared The Black Liberation Collective vision of “black students who are dedicated to transforming institutions of higher education through unity, coalition building, direct action and political education” (thedemands.org, 2016).

“Student activism is an opportunity to scrutinize the campus contexts, conditions and social realities that speak to underlying claims or grievances [of students, faculty members, and staff members]” (Barnhardt & Reyes, p. 3, 2016). Naming inequities allows institutions to identify challenges and opportunities to shift the institutional actions, policies, and climate so that all community members feel honored, respected, and included. Additionally, naming social injustices and identifying institutions’ oppressive behaviors, policies, and exclusive practices (as well as identifying supportive behaviors, policies, and inclusive practices) exposes campuses’ responsibilities for shifting the climate towards equity and inclusion. The call to action to be resilient and authentic when working towards justice from scholars (Ahmed, 2009) is one that encourages higher education institutions to support a commitment to ensuring an evolving, intentional, and inclusive campus climate that engages, honors, and respects multiple identities of faculty, staff, administration, and student communities.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁶ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003), and with the assistance of the LCST. The LCST reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the UTC population. The final UTC campus-wide survey contained 84 questions,¹⁷ including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UTC's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was exclusively available online.

Sampling Procedure. Prospective participants received an invitation from President DiPietro and their campus Chancellor that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the

¹⁶Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

¹⁷To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and was checked for internal consistency.

respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to UTC in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, student status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.¹⁸ Actual percentages¹⁹ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

¹⁸Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

¹⁹Actual percentages were derived using the total number of survey respondents.

Chi-square tests provide only omnibus results; as such, they identify that a significant difference exists in the data table, but does not specify if differences exist between specific groups.

Therefore, these analyses included post-hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.3%) of all potential respondents were removed from the analysis due to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.²⁰ One question from the scale (Q11_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale

²⁰ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

was 0.874 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_2 included, Cronbach’s alpha was only 0.789.

Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses

| Scale | Academic experience |
|----------------------------|--|
| Perceived Academic Success | I am performing up to my full academic potential. |
| | I am satisfied with my academic experience at UTC. |
| | I am satisfied with the extent of my intellectual development since enrolling at UTC. |
| | I have performed academically as well as I anticipated I would. |
| | My academic experience has had a positive influence on my intellectual growth and interest in ideas. |
| | My interest in ideas and intellectual matters has increased since coming to UTC. |

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggests a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a t-test for difference of means.

Additionally, where *n*’s were of sufficient size for the demographic variable being analyzed, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Woman, Man, Transspectrum)
- Racial identity (Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Additional People of Color, Multiracial Respondents, White People)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When there were only two categories for the specified demographic variable (e.g., sexual identity) a t-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate to large effects were noted.

Qualitative Comments

Several survey questions provided the opportunity for respondents to describe their experiences at the UTC, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed²¹ using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²¹Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of UTC's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at UTC.

Description of the Sample²²

Three thousand two hundred forty-nine (3,249) surveys were returned for an overall response rate of 31%. The sample and population figures, chi-square analyses,²³ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by UTC.

- Women and Other/Missing/Not Reported were significantly overrepresented in the sample; men were underrepresented. Transspectrum was provided as an option for the sample, but not for the population.
- American Indian/Alaska Natives, Multiracial individuals, Native Hawaiian/Pacific Islanders, White/European Americans and Missing/Unknown/Other were significantly overrepresented in the sample. Middle Eastern/Southwest Asian was present in the sample but not in the population. Asian/Asian Americans, Black/African Americans, and Hispanic/Latin@/Chican@ were significantly underrepresented in the sample.

²²All frequency tables are provided in Appendix B.

²³Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by UTC.

- There was no significant difference in the representation of undergraduate and graduate students between the sample and population.
- Non-U.S. Citizens were overrepresented in the sample. U.S. Citizens were underrepresented. There were no Missing/Unknown in the population.

Table 3. Demographics of Population and Sample

| Characteristic | Subgroup | Population | | Sample | | Response Rate |
|-------------------------------------|--|------------|------|----------|------|---------------|
| | | <i>N</i> | % | <i>n</i> | % | % |
| Gender identity ^a | Woman | 5,864 | 55.8 | 2,111 | 65.0 | 36.0 |
| | Man | 4,650 | 44.2 | 1,090 | 33.5 | 23.4 |
| | Transpectrum | ND | ND | 40 | 1.2 | N/A |
| | Other/Missing/Not Reported | 0 | 0 | 8 | 0.2 | >100.0 |
| Racial/ethnic identity ^b | American Indian/Alaska Native | 25 | 0.2 | 13 | 0.4 | 52.0 |
| | Asian/Asian American | 272 | 2.6 | 71 | 2.2 | 26.1 |
| | Black/African American | 1,091 | 10.4 | 284 | 8.7 | 26.0 |
| | Hispanic/Latin@/Chican@ | 393 | 3.7 | 77 | 2.4 | 19.6 |
| | Middle Eastern/Southwest Asian | 0 | 0.0 | 23 | 0.7 | >100.0 |
| | Multiracial | 491 | 4.7 | 176 | 5.4 | 35.8 |
| | Native Hawaiian/Pacific Islander | 8 | 0.1 | 7 | 0.2 | 87.5 |
| | White/European American | 8,094 | 77.0 | 2,539 | 78.1 | 31.4 |
| | Missing/Unknown/Other | 140 | 1.3 | 59 | 1.8 | 42.1 |
| Student status ^c | Undergraduate Student | 9,203 | 87.5 | 2,849 | 87.7 | 31.0 |
| | Graduate/Professional Student | 1,311 | 12.5 | 400 | 12.3 | 30.5 |
| Citizenship status ^d | A Visa Holder (such as F-1, J-1, H1-B, and U) | 160 | 1.5 | 26 | 0.8 | 16.3 |
| | Currently Under a Withholding of Removal Status | ND | ND | ND | ND | N/A |
| | DACA (Deferred Action for Childhood Arrival) | ND | ND | < 5 | --- | N/A |
| | DAPA (Deferred Action for Parental Accountability) | ND | ND | < 5 | --- | N/A |
| | Other Legally Documented Status | ND | ND | < 5 | --- | N/A |
| | Permanent Resident | 109 | 1.0 | 44 | 1.4 | 40.4 |

Table 3. Demographics of Population and Sample

| Characteristic | Subgroup | Population | | Sample | | Response |
|-----------------------|---------------------------|-------------------|------|---------------|------|------------------|
| | | <i>N</i> | % | <i>n</i> | % | Rate % |
| | Refugee Status | ND | ND | ND | ND | N/A |
| | Undocumented Resident | ND | ND | ND | ND | N/A |
| | U.S. Citizen, Birth | 10,245 | 97.4 | 3,055 | 94.0 | 29.8 |
| | U.S. Citizen, Naturalized | ND | ND | 115 | 3.5 | N/A |
| | Missing/Unknown/Other | ND | ND | 6 | 0.2 | N/A |

* ND: No Data Available

^a $X^2(1, N = 3,201) = 133.66, p < .001$

^b $X^2(7, N = 3,226) = 48.06, p < .001$

^c $X^2(1, N = 3,249) = 0.11, p > .05$

^d $X^2(1, N = 3,243) = 130.90, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of UTC's LCST reviewed the bank of items available for the survey.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from LCST members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.²⁴ Correlations between the responses to questions about overall campus climate for various groups (survey Question 69) and to questions that rated overall campus climate on various scales (survey Question 70) were moderate to strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁵ are provided in Table 4.

²⁴Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

²⁵Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

A strong relationship (between .50 and .70) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

Table 4. Pearson Correlations between Ratings of Acceptance and Campus Climate for Selected Groups
Climate Characteristics

| | Not Racist | Not Homophobic | Not Sexist | Not Classist (SES) | Disability- Friendly |
|--|-----------------------|---------------------------|-----------------------|-------------------------------|---------------------------------|
| Positive for People of Color | .602 ¹ | | | | |
| Positive for Lesbian, Gay, Bisexual, or Queer People | | .593 ¹ | | | |
| Positive for Women | | | .537 ¹ | | |
| Positive for People of Low-Income Status | | | | .640 ¹ | |
| Positive for People with Disabilities | | | | | .615 ¹ |

¹ $p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics²⁶

For the purposes of several analyses, demographic responses were collapsed into categories established by the LCST to make comparisons between groups and to ensure respondents'

²⁶All percentages presented in the “Sample Characteristics” section of the report are actual percentages.

confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents and Graduate/Professional Student respondents.²⁷ Of all respondents, 88% ($n = 2,849$) were Undergraduate Students and 12% ($n = 400$) were Graduate/Professional respondents (Figure 1). Eighty-four percent ($n = 2,723$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 91% ($n = 2,468$) of Undergraduate Student respondents and 67% ($n = 255$) of Graduate/Professional Student respondents were full-time in their primary positions.

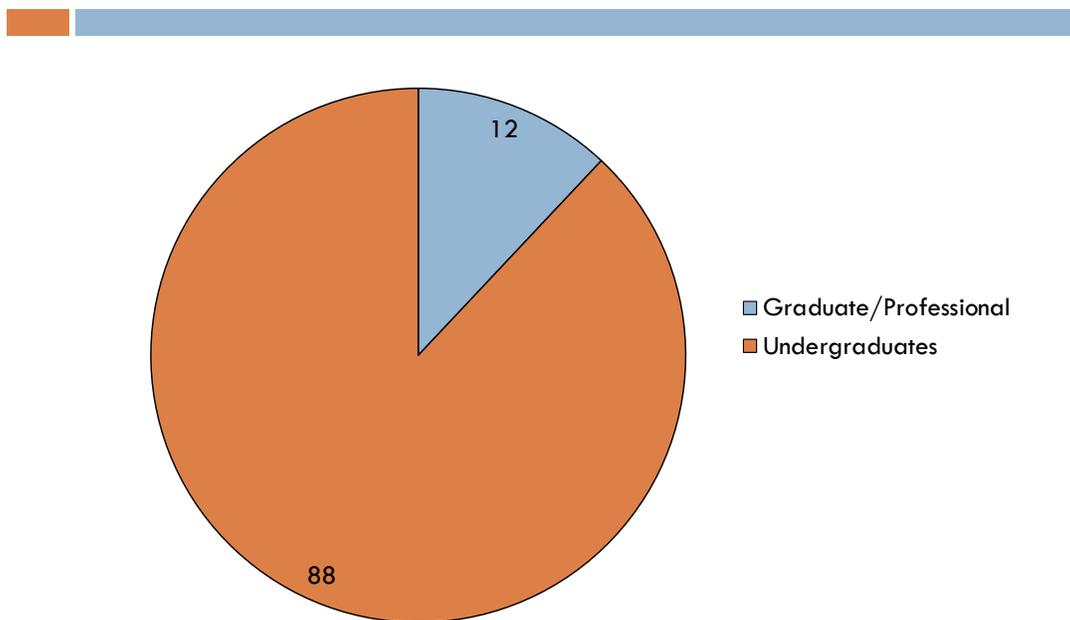


Figure 1. Respondents' Collapsed Student Status (%)

Subsequent analyses revealed that among Undergraduate Student respondents, 70% ($n = 1,985$) indicated that they started at UTC as a first-year student, and 30% ($n = 864$) transferred to UTC from another institution.

²⁷Collapsed student status variables were determined by the LCST.

As indicated in Table 5, 18% ($n = 524$) of Undergraduate Student respondents were at UTC for two semesters, 16% ($n = 462$) were at UTC for four semesters, 13% ($n = 365$) were at UTC for six semesters, and 12% ($n = 353$) were at UTC for one semester.

Table 5. Number of Semesters (Excluding Summer Semesters) Undergraduate Student Respondents Were at UTC

| Semester | <i>n</i> | % |
|---------------|----------|------|
| Less than one | 129 | 4.5 |
| 1 | 353 | 12.4 |
| 2 | 524 | 18.4 |
| 3 | 282 | 9.9 |
| 4 | 462 | 16.2 |
| 5 | 175 | 6.1 |
| 6 | 365 | 12.8 |
| 7 | 130 | 4.6 |
| 8 | 267 | 9.4 |
| 9 | 41 | 1.4 |
| 10 | 59 | 2.1 |
| 11 | 9 | .3 |
| 12 | 17 | .6 |
| 13 or more | 33 | 1.2 |

Note: Table reports only Undergraduate Student responses ($n = 2,849$).

Table 6 reveals that 18% ($n = 509$) of Undergraduate Student respondents were majoring in Business Administration, 10% ($n = 275$) were majoring in Health and Human Performance, 7% were majoring each in Psychology ($n = 193$) and Nursing ($n = 185$), and 6% ($n = 168$) were majoring in Early Childhood Education.

Table 6. Undergraduate Student Respondents' Current Majors

| Major | <i>n</i> | % |
|---|-----------------|----------|
| Art | 46 | 1.6 |
| Art History | < 5 | --- |
| Art Education | 10 | 0.4 |
| Biology | 233 | 8.2 |
| Business Administration | 509 | 17.9 |
| Chemical Engineering | 32 | 1.1 |
| Chemistry | 66 | 2.3 |
| Civil Engineering | 38 | 1.3 |
| Communication | 147 | 5.2 |
| Computer Science | 78 | 2.7 |
| Criminal Justice | 148 | 5.2 |
| Early Childhood Education | 168 | 5.9 |
| Economics | 27 | 0.9 |
| Electrical Engineering | 45 | 1.6 |
| Engineering | 38 | 1.3 |
| Engineering Technology Management | 36 | 1.3 |
| English & American Language & Literature | 68 | 2.4 |
| Environmental Science | 65 | 2.3 |
| Exceptional Learning | 12 | 0.4 |
| Geology | 20 | 0.7 |
| Health & Human Performance | 275 | 9.7 |
| History | 41 | 1.4 |
| Humanities | 30 | 1.1 |
| Integrated Studies | 15 | 0.5 |
| Interior Architecture and Design | 27 | 0.9 |
| Legal Assistant Studies | 16 | 0.6 |
| Mathematics | 37 | 1.3 |
| Mechanical Engineering | 84 | 2.9 |
| Middle Grades Education | 17 | 0.6 |
| Modern & Classical Languages & Literature | 29 | 1.0 |
| Music | 19 | 0.7 |
| Nursing | 185 | 6.5 |
| Philosophy & Religion | 9 | 0.3 |
| Physics | 9 | 0.3 |

Table 6. Undergraduate Student Respondents' Current Majors

| Major | <i>n</i> | % |
|---|-----------------|------------|
| Political Science | 83 | 2.9 |
| Psychology | 193 | 6.8 |
| Secondary Education | 37 | 1.3 |
| Social Work | 53 | 1.9 |
| Sociology & Anthropology | 49 | 1.7 |
| Theatre | 19 | 0.7 |
| Undergraduate/Post-Bachelors Certificate | | |
| <i>Biomedical Informatics</i> | <i>< 5</i> | <i>---</i> |
| <i>Business Administration</i> | <i>67</i> | <i>2.4</i> |
| <i>Computer Science</i> | <i>11</i> | <i>0.4</i> |
| <i>Education</i> | <i>43</i> | <i>1.5</i> |
| <i>Engineering</i> | <i>17</i> | <i>0.6</i> |
| <i>Engineering Management</i> | <i>8</i> | <i>0.3</i> |
| <i>English</i> | <i>17</i> | <i>0.6</i> |
| <i>Public Administration</i> | <i>8</i> | <i>0.3</i> |
| <i>STEM</i> | <i>29</i> | <i>1.0</i> |

Note: Table reports only Undergraduate Student responses ($n = 2,849$). Table does not report majors where $n < 5$. Sum does not total 100% as a result of multiple response choices.

Sixty-five percent ($n = 259$) of Graduate/Professional Student respondents were master's degree students, 30% ($n = 118$) were doctoral degree students, and three percent were each non-degree students ($n = 12$) and certificate students ($n = 11$).

Among master's degree student respondents, 19% ($n = 77$) were in Business Administration and eight percent ($n = 32$) were in Nursing. Among doctoral degree student respondents, eight percent were each in Learning and Leadership ($n = 32$) and Occupational Therapy ($n = 31$) (Table 7).

Table 7. Graduate/Professional Student Respondents' Academic Program

| Academic program | <i>n</i> | % |
|-------------------------|-----------------|----------|
| Masters | | |
| Accounting | 9 | 2.3 |
| Athletic Training | 6 | 1.5 |

Table 7. Graduate/Professional Student Respondents' Academic Program

| Academic program | <i>n</i> | % |
|---------------------------------|----------|------|
| Business Administration | 77 | 19.3 |
| Computer Science | 20 | 5.0 |
| Counseling | 12 | 3.0 |
| Criminal Justice | 16 | 4.0 |
| Elementary Education | 8 | 2.0 |
| Engineering | 14 | 3.5 |
| Engineering Management | 11 | 2.8 |
| English | 13 | 3.3 |
| Environmental Science | 7 | 1.8 |
| Health & Human Performance | < 5 | --- |
| Interior Design | < 5 | --- |
| Mathematics | 10 | 2.5 |
| Music | 0 | 0.0 |
| Nursing | 32 | 8.0 |
| Psychology | 18 | 4.5 |
| Public Administration | 12 | 3.0 |
| School Leadership | 6 | 1.5 |
| Secondary Education | 16 | 4.0 |
| Social Work | < 5 | --- |
| Special Education | < 5 | --- |
| Post-Masters Certificate | | |
| Counseling | < 5 | --- |
| Nursing | 8 | 2.0 |
| School Leadership | < 5 | --- |
| Specialist in Education | | |
| Educational Leadership | < 5 | --- |
| Instructional Leadership | < 5 | --- |
| School Psychology | 8 | 2.0 |
| Principal Licensure | < 5 | --- |
| Doctoral | | |
| Engineering | 6 | 1.5 |
| Learning & Leadership | 32 | 8.0 |
| Nursing | 24 | 6.0 |
| Occupational Therapy | 31 | 7.8 |

Table 7. Graduate/Professional Student Respondents’ Academic Program

| Academic program | <i>n</i> | % |
|------------------|----------|-----|
| Physical Therapy | 22 | 5.5 |

Note: Table reports only Graduate/Professional Student responses (*n* = 400). Table does not report majors where *n* < 5. Sum does not total 100% as a result of multiple response choices.

As indicated in Table 8, more than three-quarters (77%, *n* = 2,485) of student respondents have taken 0%-25% of their classes online and four percent (*n* = 126) have taken 100% of their classes online.

Table 8. Percentage of Classes Taken Exclusively Online at UTC

| Courses online | <i>n</i> | % |
|----------------|----------|------|
| 100% | 126 | 3.9 |
| 76%-99% | 101 | 3.1 |
| 51%-75% | 120 | 3.7 |
| 26%- 50% | 415 | 12.8 |
| 0%-25% | 2,485 | 76.5 |
| Missing | 2 | 0.1 |

Sixty-five percent (*n* = 2,111) of the sample were Women; 34% (*n* = 1,090) were Men.²⁸ Less than one percent (*n* = 8) of respondents identified as transgender.²⁹ Thirty-two respondents (< 1%) marked “a gender not listed here” and offered identities such as “agender,” “gender fluid,” “genderqueer,” and “transfluid androgyne.”

The LCST decided to collapse Transgender and “gender not listed here” into the “Transspectrum” category (1%, *n* = 40). The committee agreed to include the Transspectrum category in analyses where confidentiality of those respondents was maintained.

²⁸The majority of respondents identified their birth sex as female (65%, *n* = 2,124), while 34% (*n* = 1,103) of respondents identified as male. Additionally, 63% (*n* = 2,057) identified their gender expression as feminine, 32% (*n* = 1,048) as masculine, 2% (*n* = 64) as androgynous, and 2% (*n* = 56) as “a gender not listed here.”

²⁹Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

Figure 2 illustrates that more Women Student respondents (65%, $n = 2,111$) than Men Student respondents (34%, $n = 1,090$) completed the survey. Similar percentages of Women Undergraduate Student respondents (65%, $n = 1,851$) and Women Graduate/Professional Student respondents (65%, $n = 260$), and Men Undergraduate Student respondents (34%, $n = 963$) and Men Graduate/Professional Student respondents (32%, $n = 127$) responded to the survey. Further, a greater percentage of Transpectrum Graduate/Professional Student respondents (3%, $n = 10$) than Transpectrum Undergraduate Student respondents (1%, $n = 30$) completed to the survey.

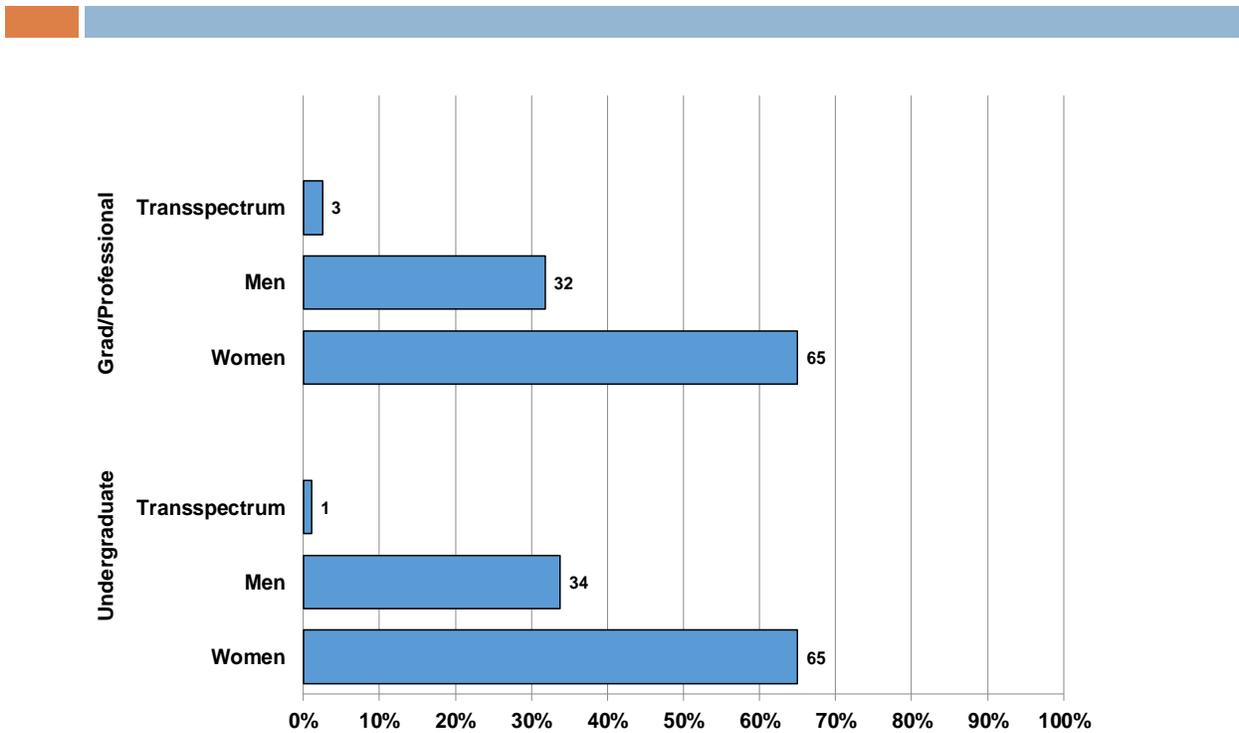


Figure 2. Respondents by Gender Identity and Student Status (%)

The majority of respondents identified as Heterosexual³⁰ (89%, $n = 2,883$) and 7% ($n = 238$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

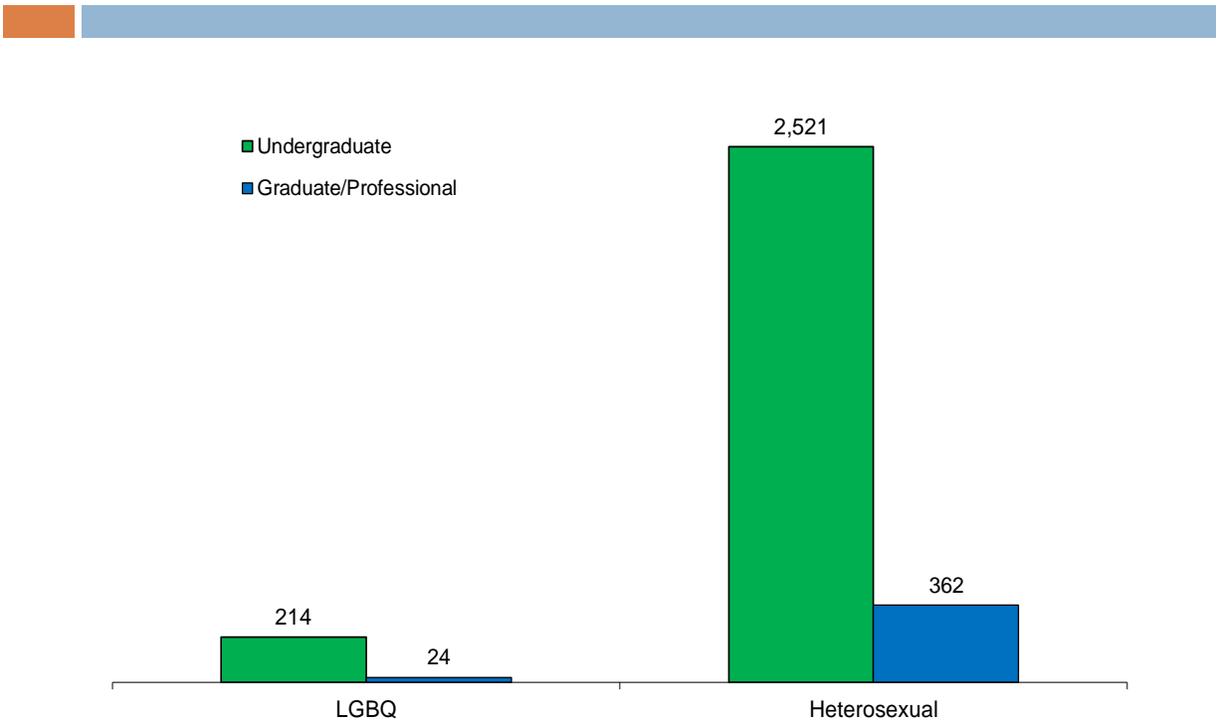
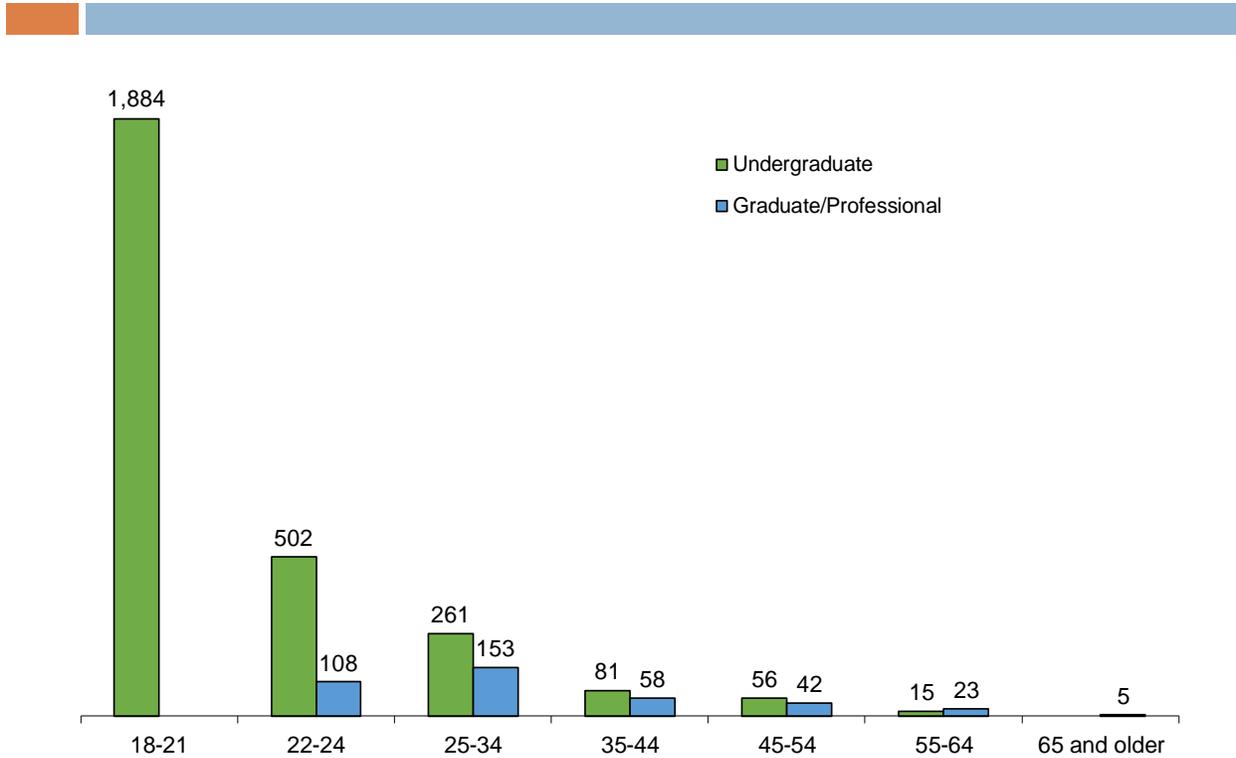


Figure 3. Respondents by Sexual Identity and Student Status (n)

³⁰Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

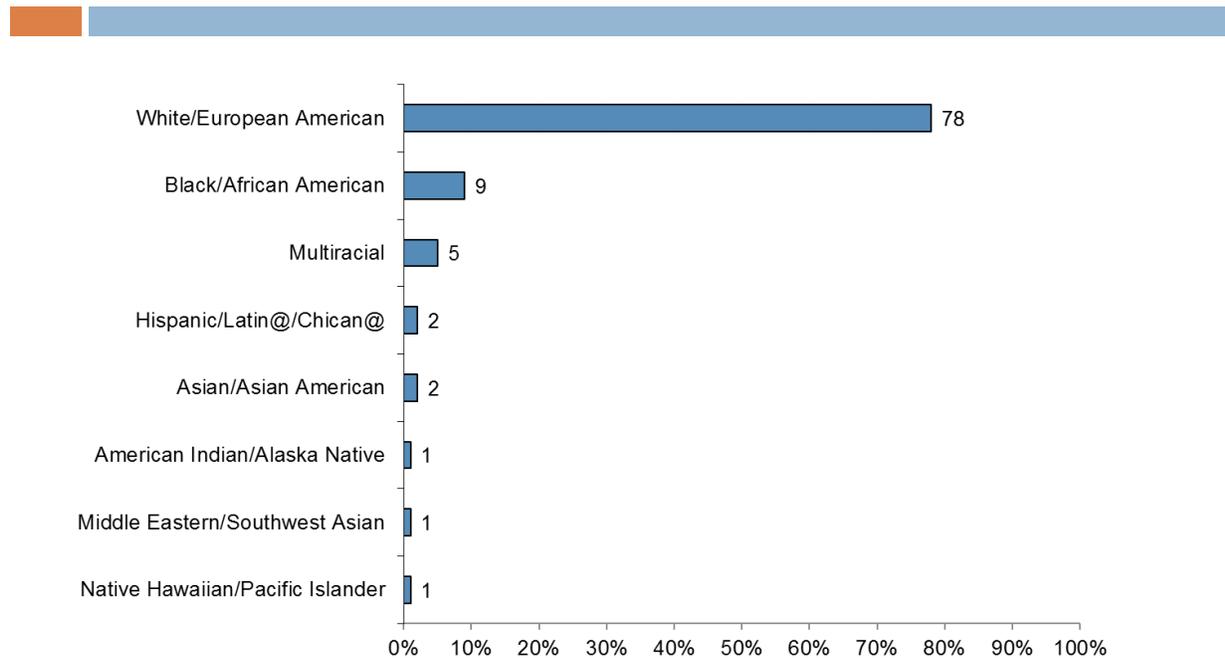
Of responding Students, 28% ($n = 923$) were 18 to 19 years old, 30% ($n = 961$) were 20 to 21 years old, 19% ($n = 610$) were 22 to 24 years old, and 13% ($n = 414$) were 25 to 34 years old (Figure 4).



Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Respondents by Age and Student Status (n)

With regard to racial identity, 78% ($n = 2,539$) of the respondents identified as White/European American (Figure 5). Nine percent ($n = 284$) of respondents identified as Black/African American, 5% ($n = 176$) as Multiracial, two percent ($n = 77$) as Hispanic/Latin@/Chican@, 2% ($n = 71$) as Asian/Asian American, and 1% each as Middle Eastern/Southwest Asian ($n = 23$), American Indian/Alaska Native ($n = 13$), and Native Hawaiian/Pacific Islander ($n = 7$). Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “American,” “human,” “Trinidadian,” “White British,” and “White/American Indian” or identified with a specific country.



Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³¹ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the LCST created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (78%, $n = 2,539$) as their identity (Figure 6). Other respondents identified as Black/African American (9%, $n = 284$), Multiracial³² (5%, $n = 176$), Asian/Asian American (2%, $n = 71$), Hispanic/Latin@/Chican@ (2%, $n = 77$), and Other People of Color³³ (1%, $n = 43$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%, $n = 59$).

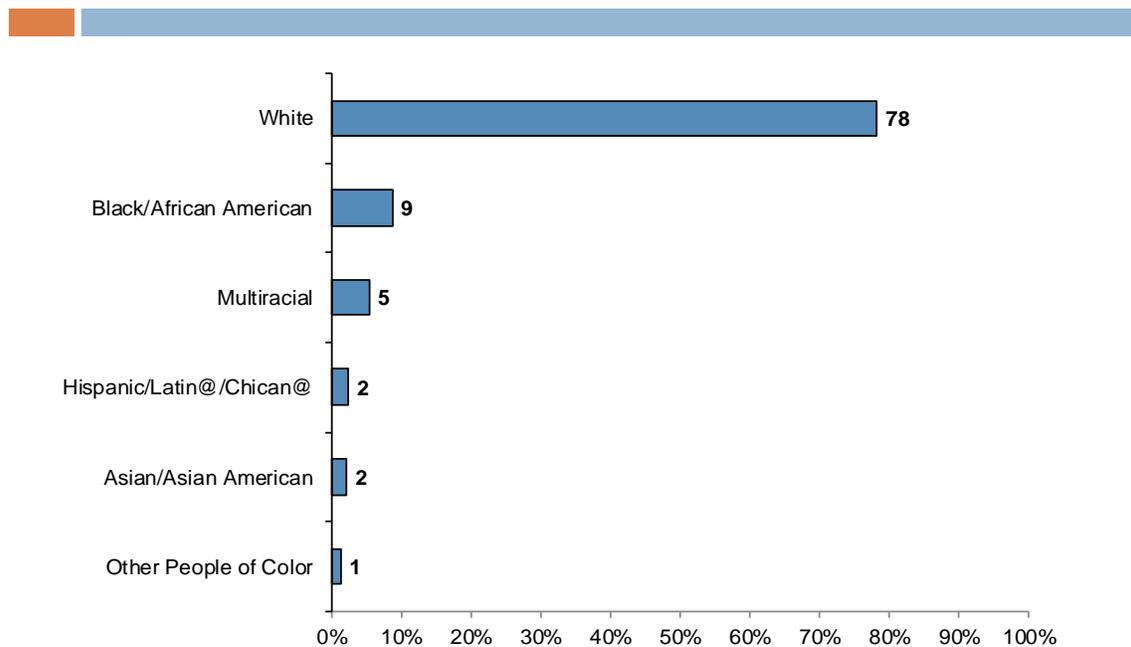


Figure 6. Respondents by Collapsed Categories of Racial Identity (%)

³¹While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

³²Per the LCST, respondents who identified as more than one racial identity were recoded as Multiracial.

³³Per the LCST, the Other People of Color category included respondents who identified as American Indian/Native, Alaskan Native, Middle Eastern/Southwest Asian, Native Hawaiian, or Pacific Islander.

The survey question that queried respondents about their religious or spiritual identities provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Twenty-two percent ($n = 727$) of respondents reported No Religious/Spiritual Identity (Figure 7). Seventy-two percent ($n = 2,340$) of respondents identified as having a Christian Religious/Spiritual Identity. Two percent identified each with Multiple Religious/Spiritual Identities ($n = 74$) and Other Religious/Spiritual Identities ($n = 72$).

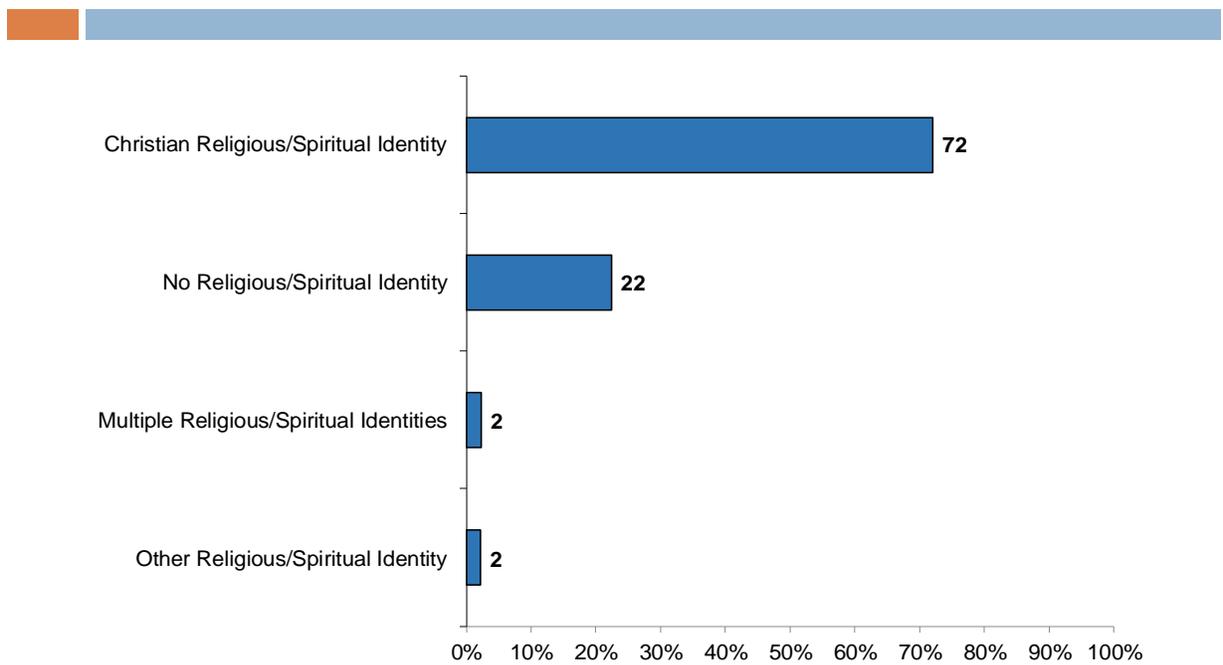


Figure 7. Respondents by Religious/Spiritual Identity (%)

Eleven percent ($n = 350$) of respondents had substantial parenting or caregiving responsibilities. Twenty-eight percent ($n = 112$) of Graduate/Professional Student respondents and 8% ($n = 238$) of Undergraduate Student respondents had substantial dependent care responsibilities (Figure 8).

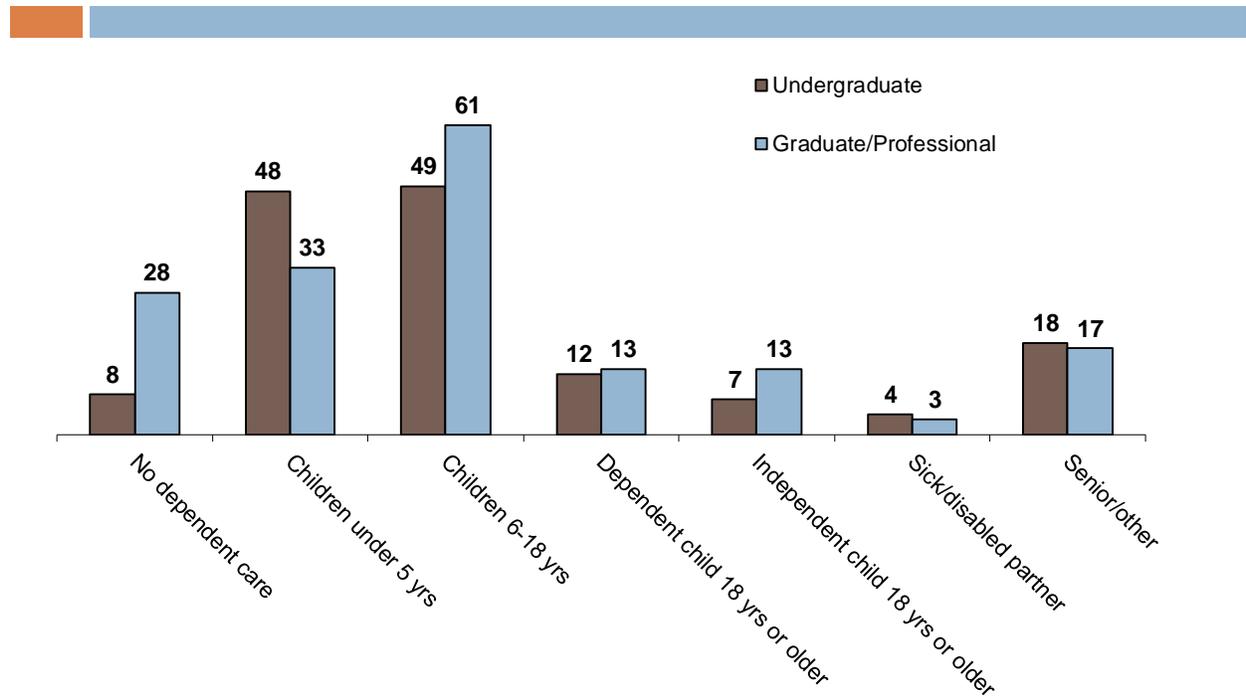


Figure 8. Respondents by Dependent Care Responsibilities and Student Status (%)

Thirteen percent ($n = 417$) of respondents had conditions³⁴ that substantially influenced learning, working, or living activities. Forty-three percent ($n = 178$) of respondents who indicated that they had a disability had mental health/psychological conditions, 39% ($n = 161$) had Attention Deficit/Hyperactivity Disorder, 17% ($n = 71$) had chronic health diagnoses or medical conditions, and 15% ($n = 63$) had learning disabilities (Table 9). Subsequent analyses indicated that 8% ($n = 272$) of respondents had a Single Disability, 4% ($n = 127$) had Multiple Disabilities, and 87% ($n = 2,827$) had No Disability. Forty-four percent ($n = 184$) of respondents who indicated that they had a disability were registered with the Disability Resource Center.

Table 9. Respondents’ Conditions that Affect Learning, Working, Living Activities

| Conditions | <i>n</i> | % |
|--|-----------------|----------|
| Mental health/psychological condition (e.g., anxiety, depression) | 178 | 42.7 |
| Attention Deficit/Hyperactivity Disorder | 161 | 38.6 |
| Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia) | 71 | 17.0 |
| Learning disability | 63 | 15.1 |
| Asperger’s/Autism Spectrum | 27 | 6.5 |
| Physical/mobility condition that affects walking | 26 | 6.2 |
| Low vision or blind | 17 | 4.1 |
| Physical/mobility condition that does not affect walking | 14 | 3.4 |
| Hard of hearing or deaf | 12 | 2.9 |
| Acquired/Traumatic Brain Injury | 10 | 2.4 |
| Cognitive/Language-based | 8 | 1.9 |
| Speech/communication condition | 7 | 1.7 |
| A disability/condition not listed here | 8 | 1.9 |

Note: Percentages may not sum to 100% as a result of multiple response choices.

³⁴Throughout the report, conditions that substantially influenced learning, working, or living activities are referred to as disability(ies). As per the LCST, three categories were created for analyses: Respondents with a Single Disability, Respondents with Multiple Disabilities, and Respondents with No Disability.

Table 10 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the LCST created two citizenship categories:³⁵ 94% ($n = 3,055$) of respondents were U.S. Citizens and 6% ($n = 188$) were Non-U.S. Citizens/U.S. Citizens, naturalized.

Table 10. Respondents’ Citizenship Status

| Citizenship | <i>n</i> | % |
|--|-----------------|----------|
| U.S. citizen, birth | 3,055 | 94.2 |
| U.S. citizen, naturalized | 115 | 3.5 |
| Permanent resident | 44 | 1.4 |
| A visa holder (such as J-1, H1-B, and U) | 26 | 0.8 |
| DACA (Deferred Action for Childhood Arrival) | < 5 | --- |
| DAPA (Deferred Action for Parental Accountability) | < 5 | --- |
| Other legally documented status | < 5 | --- |
| Currently under a withholding of removal status | 0 | 0.0 |
| Refugee status | 0 | 0.0 |
| Undocumented resident | 0 | 0.0 |

Ninety-five percent ($n = 3,071$) of respondents reported that only English was their primary language. Three percent ($n = 108$) indicated that English was not their primary language.

³⁵For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen/U.S. Citizen, naturalized (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Additional analyses revealed that 96% ($n = 3,108$) of respondents had never served in the military. Twenty-five respondents (< 1%) were on active duty (including Reserved/National Guard) and 82 respondents (3%) formerly were active military. Less than one percent ($n = 29$) of respondents were in ROTC.

Table 11 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 14% ($n = 401$) of Undergraduate Student respondents and 20% ($n = 81$) of Graduate/Professional Students were First-Generation Students.³⁶

Table 11. Student Respondents' Parents'/Guardians' Highest Level of Education

| Level of education | Parent/ guardian 1 | | Parent/ guardian 2 | |
|---------------------------------------|-------------------------------|------|-------------------------------|------|
| | <i>n</i> | % | <i>n</i> | % |
| No high school | 52 | 1.6 | 49 | 1.5 |
| Some high school | 104 | 3.2 | 124 | 3.8 |
| Completed high school/GED | 616 | 19.0 | 636 | 19.6 |
| Some college | 528 | 16.3 | 547 | 16.8 |
| Business/technical certificate/degree | 139 | 4.3 | 169 | 5.2 |
| Associate's degree | 218 | 6.7 | 231 | 7.1 |
| Bachelor's degree | 831 | 25.6 | 855 | 26.3 |
| Some graduate work | 52 | 1.6 | 52 | 1.6 |
| Master's degree (MA, MS, MBA) | 487 | 15.0 | 350 | 10.8 |
| Specialist degree (EdS) | 24 | 0.7 | 13 | 0.4 |
| Doctoral degree (PhD., EdD) | 90 | 2.8 | 30 | 0.9 |
| Professional degree (MD, JD) | 63 | 1.9 | 33 | 1.0 |
| Unknown | 18 | 0.6 | 66 | 2.0 |
| Not applicable | 22 | 0.7 | 81 | 2.5 |

³⁶With the LCST's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Analyses revealed that 15% ($n = 437$) of Undergraduate Student respondents and 29% ($n = 114$) of Graduate/Professional Student respondents were employed on-campus, while 51% ($n = 1,452$) of Undergraduate Student respondents and 52% ($n = 208$) of Graduate/Professional Student respondents were employed off-campus (Table 12). Of Undergraduate Student respondents who indicated that they worked on-campus, 87% ($n = 368$) worked between 1-20 hours per week. Of Graduate/Professional Student respondents who indicated that they worked off-campus, 74% ($n = 144$) worked 31+ hours per week.

Table 12. Student Employment

| Employed | Undergraduate Student respondents | | Graduate/Professional Student respondents | |
|-------------------------------|--|-------------|--|-------------|
| | <i>n</i> | % | <i>n</i> | % |
| No | 1,051 | 36.9 | 95 | 23.8 |
| Yes, I work on-campus | 437 | 15.3 | 114 | 28.5 |
| 1-10 hours/week | 184 | 43.5 | 26 | 23.2 |
| 11-20 hours/week | 184 | 43.5 | 49 | 43.8 |
| 21-30 hours/week | 31 | 7.3 | 11 | 9.8 |
| 31- 40 hours/week | 19 | 4.5 | 14 | 12.5 |
| More than 40 hours/week | 5 | 1.2 | 12 | 10.7 |
| Yes, I work off-campus | 1,452 | 51.0 | 208 | 52.0 |
| 1-10 hours/week | 216 | 15.7 | 13 | 6.6 |
| 11-20 hours/week | 472 | 34.3 | 25 | 12.8 |
| 21-30 hours/week | 409 | 29.7 | 14 | 7.1 |
| 31- 40 hours/week | 201 | 14.6 | 56 | 28.6 |
| More than 40 hours/week | 78 | 5.7 | 88 | 44.9 |

Forty-seven percent ($n = 1,535$) of Student respondents experienced financial hardship while attending UTC, including 49% ($n = 1,380$) of Undergraduate Student respondents and 39% ($n = 155$) of Graduate/Professional Student respondents. Of these 1,380 Undergraduate Student respondents, 64% ($n = 879$) had difficulty purchasing books/course materials, 60% ($n = 822$) had difficulty affording tuition, 44% ($n = 606$) had difficulty affording food, and 44% ($n = 601$) had difficulty affording housing (Table 13). Of these 155 Graduate/Professional Student respondents, 61% ($n = 94$) had difficulty affording tuition, 56% ($n = 86$) had difficulty purchasing books/course materials, and 41% ($n = 63$) had difficulty affording housing. “Other” responses included “any miscellaneous fees,” “bills at home,” “car problems,” “divorce,” “Greek life,” “insurance and auto loan,” “medical debt,” “parking,” “parking tickets.”

Table 13. Experienced Financial Hardship

| Hardship | Undergraduate Student respondents | | Graduate/Professional Student respondents | |
|---|--|------|--|------|
| | <i>n</i> | % | <i>n</i> | % |
| Affording tuition | 822 | 59.6 | 94 | 60.6 |
| Purchasing my books/course materials | 879 | 63.7 | 86 | 55.5 |
| Affording housing | 601 | 43.6 | 63 | 40.6 |
| Affording food | 606 | 43.9 | 46 | 29.7 |
| Participating in social events | 423 | 30.7 | 46 | 29.7 |
| Affording unpaid internships/research opportunities | 229 | 16.6 | 39 | 25.2 |
| Affording health care | 251 | 18.2 | 38 | 24.5 |
| Affording academic related activities | 325 | 23.6 | 35 | 22.6 |
| Affording alternative spring breaks | 304 | 22.0 | 25 | 16.1 |
| Affording commuting to campus | 326 | 23.6 | 24 | 15.5 |
| Affording other campus fees | 323 | 23.4 | 24 | 15.5 |
| Affording co-curricular events or activities | 256 | 18.6 | 23 | 14.8 |
| Finding employment | 274 | 19.9 | 21 | 13.5 |
| Affording travel to and from UTC | 297 | 21.5 | 17 | 11.0 |
| Affording childcare | 67 | 4.9 | 12 | 7.7 |
| Financial hardship not listed here | 61 | 4.4 | 13 | 8.4 |

Note: Table reports only Undergraduate Student respondents (49%, $n = 1,380$) and Graduate/Professional Student respondents (39%, $n = 155$) who indicated on the survey that they experienced financial hardship.

Forty-nine percent ($n = 1,591$) of Student respondents depended on loans to pay for their education at UTC (Table 14). Forty-nine percent ($n = 1,401$) of Undergraduate Student respondents and 48% ($n = 190$) of Graduate/Professional Student respondents relied on loans to pay for their education. Subsequent analyses indicated that 59% ($n = 410$) of Low-Income Student respondents,³⁷ 47% ($n = 1,157$) of Not-Low-Income Student respondents, 57% ($n = 274$) of First-Generation students, and 48% ($n = 1,315$) of Not-First-Generation Student respondents depended on loans.

Forty-two percent ($n = 1,355$) of Student respondents relied on family contributions to pay for their education. Forty-six percent ($n = 1,295$) of Undergraduate Student respondents and 15% ($n = 60$) of Graduate/Professional Student respondents relied on family contributions to pay for their education. When analyzed by income status, the data revealed that 49% ($n = 1,225$) of Not-Low-Income Student respondents and 16% ($n = 112$) of Low-Income Student respondents relied on family contributions to help pay for college. Likewise, 46% ($n = 1,275$) of Not-First-Generation Student respondents and 17% ($n = 80$) of First-Generation Student respondents depended on family contributions.

Forty percent ($n = 1,301$) of Student respondents used non-need based scholarships to pay for college. Forty-five percent ($n = 1,289$) of Undergraduate Student respondents and 3% ($n = 12$) of Graduate/Professional Student respondents relied on non-need based scholarships to pay for their education. When analyzed by income status, the data revealed that 42% ($n = 1,033$) of Not-Low-Income Student respondents and 36% ($n = 252$) of Low-Income Student respondents relied on non-need based scholarships to help pay for college. Analyzed by first-generation status, 42% ($n = 1,152$) of Not-First-Generation Student respondents and 31% ($n = 149$) of First-Generation Student respondents depended on non-need based scholarships.

³⁷The LCST defined Low-Income Student respondents as those students whose families earn less than \$29,999 annually.

Table 14. How Student Respondents Were Paying for College

| <u>Source of funding</u> | <u><i>n</i></u> | <u>%</u> |
|--|-----------------|------------|
| Loans | 1,591 | 49.0 |
| Family contribution | 1,355 | 41.7 |
| Non-need based scholarship (e.g., HOPE) | 1,301 | 40.0 |
| Off campus employment | 845 | 26.0 |
| Grant (e.g., Pell) | 827 | 25.5 |
| Personal contribution/job | 722 | 22.2 |
| On campus employment | 307 | 9.4 |
| Need-based scholarship (e.g., ASPIRE) | 305 | 9.4 |
| Credit card | 291 | 9.0 |
| GI Bill/Veterans benefits | 133 | 4.1 |
| Graduate/Research assistantship | 88 | 2.7 |
| Resident assistant | 43 | 1.3 |
| Dependent tuition (e.g., family member works at UTC) | 39 | 1.2 |
| Money from home country | 18 | 0.6 |
| Graduate fellowship | < 5 | --- |
| <u>A method of payment not listed here</u> | <u>150</u> | <u>4.6</u> |

Thirty-eight percent ($n = 1,166$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 33% ($n = 900$) of Undergraduate Student respondents, 70% ($n = 266$) of Graduate/Professional Student respondents, 67% ($n = 452$) of Low-Income Student respondents, 29% ($n = 692$) of Not-Low-Income Student respondents, 63% ($n = 282$) of First-Generation students, and 38% ($n = 169$) of Not-First-Generation Student respondents were financially independent.

Twenty-two percent ($n = 701$) of Student respondents reported that they or their families had annual incomes of less than \$29,999. Fifteen percent ($n = 497$) reported annual incomes between

\$30,000 and \$49,999; 16% ($n = 531$) between \$50,000 and \$69,999; 17% ($n = 537$) between \$70,000 and \$99,999; 23% ($n = 735$) between \$100,000 and \$199,999; and 6% ($n = 181$) reported annual incomes of \$200,000 and over. These figures are displayed by student status in Figure 9. Information is provided for those Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

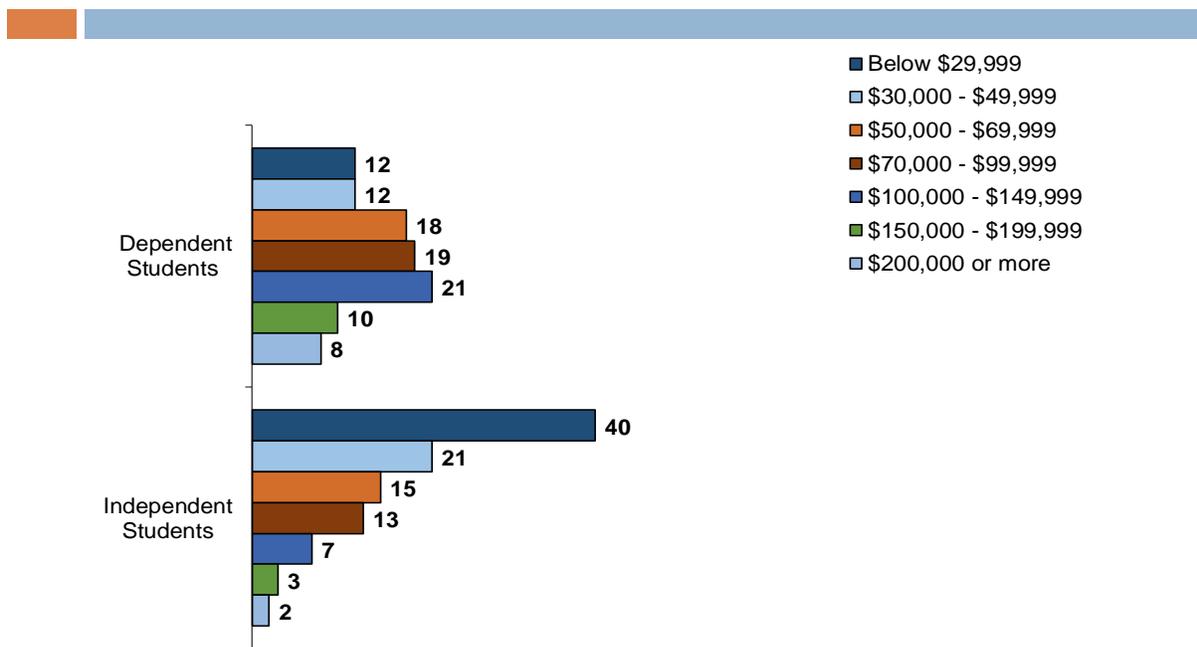


Figure 9. Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

Of the Undergraduate Students completing the survey, 38% ($n = 1,071$) lived in campus housing, 61% ($n = 1,748$) lived in non-campus housing, and 19 identified as housing insecure (Table 15).

Table 15. Undergraduate Student Respondents' Residence

| Residence | <i>n</i> | % |
|---|-----------------|-------------|
| Campus housing | 1,071 | 37.6 |
| Stophel | 156 | 18.7 |
| Lockmiller | 118 | 14.1 |
| Boling | 116 | 13.9 |
| Johnson Obear | 113 | 13.5 |
| UC Foundation | 97 | 11.6 |
| Decosimo | 84 | 10.1 |
| Walker | 63 | 7.6 |
| Guerry | 44 | 5.3 |
| Stagmaier | 43 | 5.2 |
| Non-campus housing | 1,748 | 61.4 |
| Housing outside one mile from UTC | 762 | 51.8 |
| Living with family member/guardian | 396 | 26.9 |
| Housing close to campus (within one mile of UTC) | 314 | 21.3 |
| Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab) | 19 | 0.7 |

Note: Table reports only Undergraduate Student responses ($n = 2,894$).

Thirty-five percent ($n = 1,008$) of Undergraduate Student respondents did not participate in any clubs or organizations at UTC. Twenty-two percent ($n = 624$) participated in Greek Letter Organizations, and 21% ($n = 609$) participated in Faith or Spirituality-based organizations (Table 16).

Table 16. Undergraduate Student Respondents' Participation in Clubs/Organizations at UTC

| Club/organization | <i>n</i> | % |
|--|-----------------|----------|
| I do not participate in any clubs or organizations at UTC | 1,008 | 35.4 |
| Greek Letter Organization | 624 | 21.9 |
| Faith or spirituality-based organization | 609 | 21.4 |
| Campus Recreational Organization (Club sport, intramural team) | 459 | 16.1 |
| Academic and Academic Honorary Organizations | 448 | 15.7 |
| Professional or pre-professional organization | 238 | 8.4 |
| Service or Philanthropic organization | 160 | 5.6 |
| Governance organization (SGA, GSA, etc.) | 135 | 4.7 |
| Intercollegiate Athletic Team | 115 | 4.0 |
| Political or Issue-oriented organization | 103 | 3.6 |
| Culture-specific organization | 98 | 3.4 |
| Health and Wellness organization | 97 | 3.4 |
| Publication/Student Media organization | 46 | 1.6 |
| A student organization not listed above | 239 | 8.4 |

Note: Percentages may not sum to 100% as a result of multiple response choices.

Table 17 indicates that most Student respondents earned passing grades. Thirty-eight percent ($n = 1,083$) earned above a 3.5 grade point average (GPA).

Table 17. Undergraduate Student Respondents' Cumulative GPA at the End of Last Semester

| GPA | <i>n</i> | % |
|----------------|----------|------|
| 3.75 – 4.00 | 611 | 21.4 |
| 3.50 – 3.74 | 472 | 16.6 |
| 3.25 – 3.49 | 449 | 15.8 |
| 3.00 – 3.24 | 410 | 14.4 |
| 2.75 - 2.99 | 367 | 12.9 |
| 2.50 – 2.74 | 225 | 7.9 |
| 2.25 – 2.49 | 120 | 4.2 |
| 2.00 – 2.24 | 87 | 3.1 |
| 1.99 and below | 89 | 3.1 |

Note: Table reports only Undergraduate Student responses ($n = 2,849$).

Campus Climate Assessment Findings³⁸

The following section reviews the major findings of this study.³⁹ The review explores the climate at UTC through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UTC

The survey posed questions regarding respondents’ levels of comfort with UTC's campus climate. Table 18 illustrates that 85% ($n = 2,771$) of the survey respondents were “very comfortable” or “comfortable” with the climate at UTC; 82% ($n = 2,663$) were “very comfortable” or “comfortable” with the climate in their academic departments; and, 84% ($n = 2,720$) were “very comfortable” or “comfortable” with the climate in their classes.

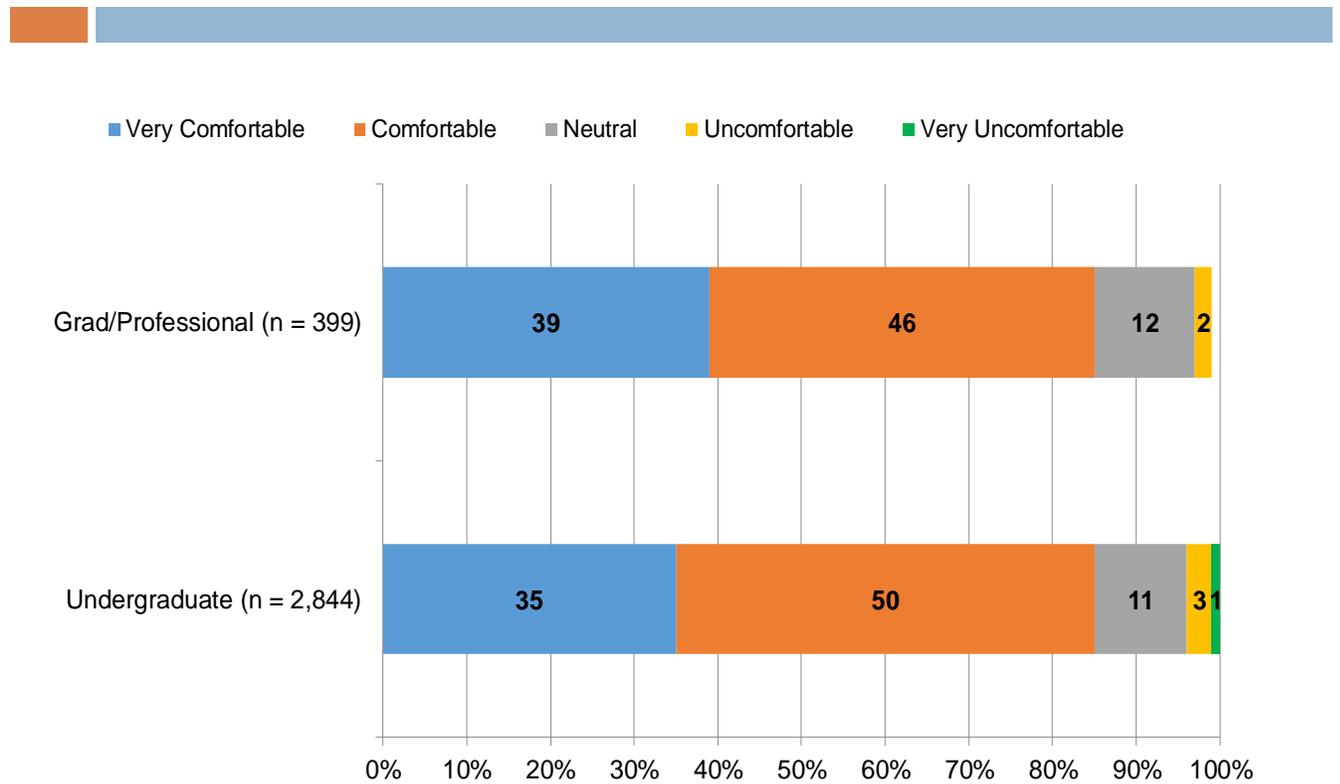
Table 18. Respondents’ Comfort With the Climate at UTC

| Level of comfort | Comfort with overall climate | | Comfort with climate in academic department | | Comfort with climate in class | |
|---------------------------------------|-------------------------------------|------|--|------|--------------------------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Very comfortable | 1,161 | 35.8 | 1,205 | 37.1 | 976 | 30.1 |
| Comfortable | 1,610 | 49.6 | 1,458 | 44.9 | 1,744 | 53.8 |
| Neither comfortable nor uncomfortable | 347 | 10.7 | 407 | 12.5 | 386 | 11.9 |
| Uncomfortable | 105 | 3.2 | 134 | 4.1 | 106 | 3.3 |
| Very uncomfortable | 20 | 0.6 | 45 | 1.4 | 30 | 0.9 |

³⁸Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

³⁹The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 10 illustrates that similar rates of Undergraduate Student respondents (35%, $n = 1,006$) and Graduate/Professional respondents (39%, $n = 155$) felt “very comfortable” with the overall climate at UTC. This finding was not statistically significant.



Note: Responses with $n < 5$ are not presented in the figure.

Figure 10. Student Respondents’ Comfort with Overall Climate by Student Status (%)

Figure 11 presents the significant difference in percentages of Undergraduate Student respondents (1%, $n = 30$) and Graduate/Professional respondents (3%, $n = 11$) who were “very uncomfortable” with the climate in their academic departments at UTC.ⁱ

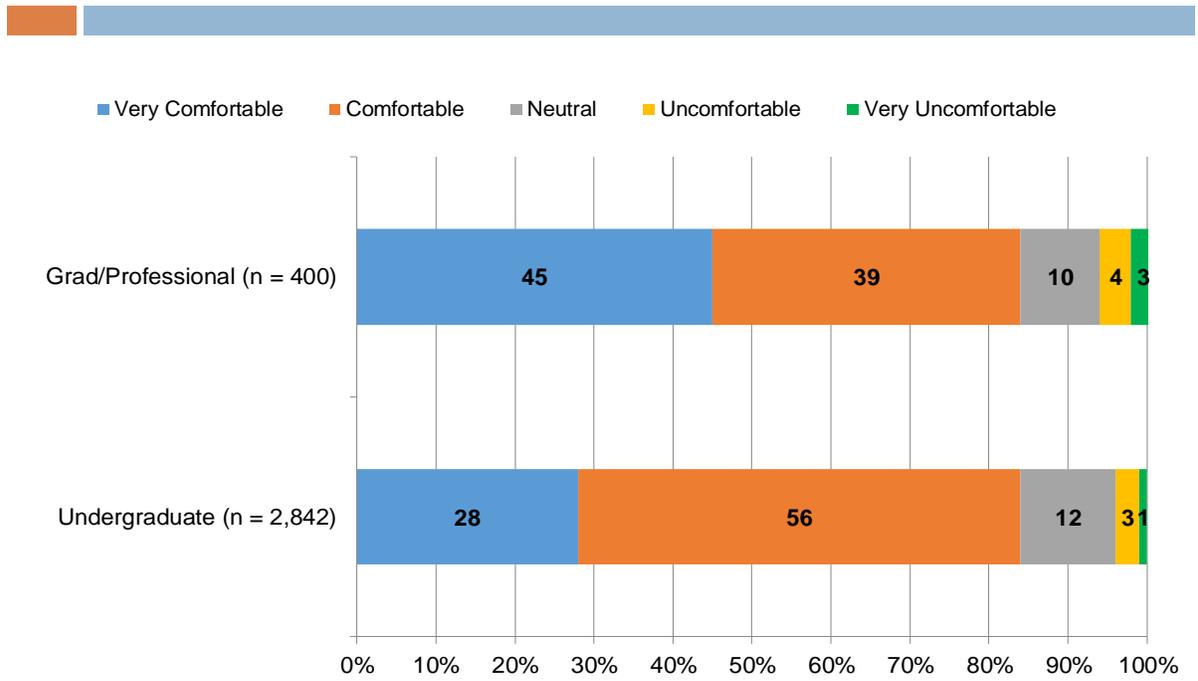


Figure 11. Student Respondents’ Comfort with Climate in Academic Department Unit by Student Status (%)

A significantly lower percentage of Undergraduate Student respondents (1%, $n = 20$) than Graduate/Professional respondents (3%, $n = 10$) felt “very uncomfortable” with the climate in their classes at UTC (Figure 12).ⁱⁱ

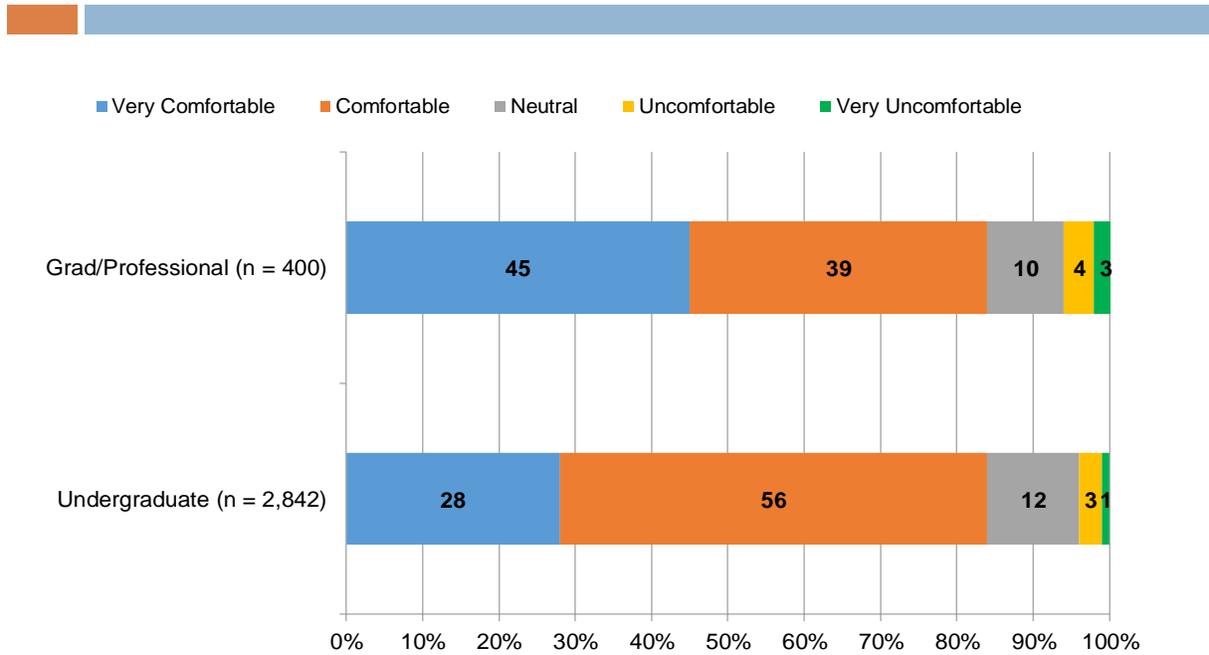


Figure 12. Student Respondents’ Comfort with Class Climate by Student Status (%)

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their academic departments, or the climate in their classes differed based on various demographic characteristics.⁴⁰

By gender identity,⁴¹ 40% ($n = 436$) of Men Student respondents compared with 34% ($n = 716$) of Women Student respondents felt “very comfortable” with the overall climate at UTC (Figure 13).ⁱⁱⁱ

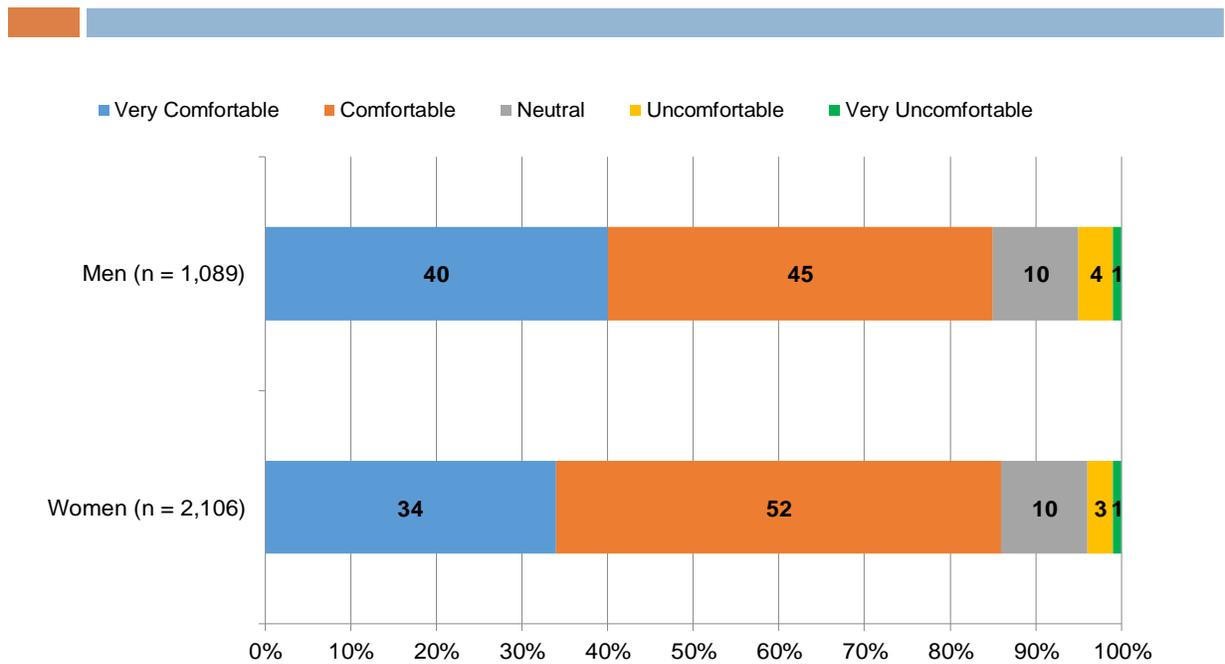


Figure 13. Student Respondents’ Comfort with Overall Climate by Gender Identity (%)

⁴⁰Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100%.

⁴¹Per the LCST, gender identity was recoded into the categories Men ($n = 1,090$), Women ($n = 2,111$), Transspectrum ($n = 40$), where Transspectrum Student respondents included those individuals who marked “transgender,” “trans,” or “genderqueer” only for the question, “What is your gender/gender identity (mark all that apply)?” Transspectrum Student respondents were not included to maintain the confidentiality of their responses.

No significant differences existed between Men and Women Student respondents' level of comfort with the climate in their academic departments (Figure 14).

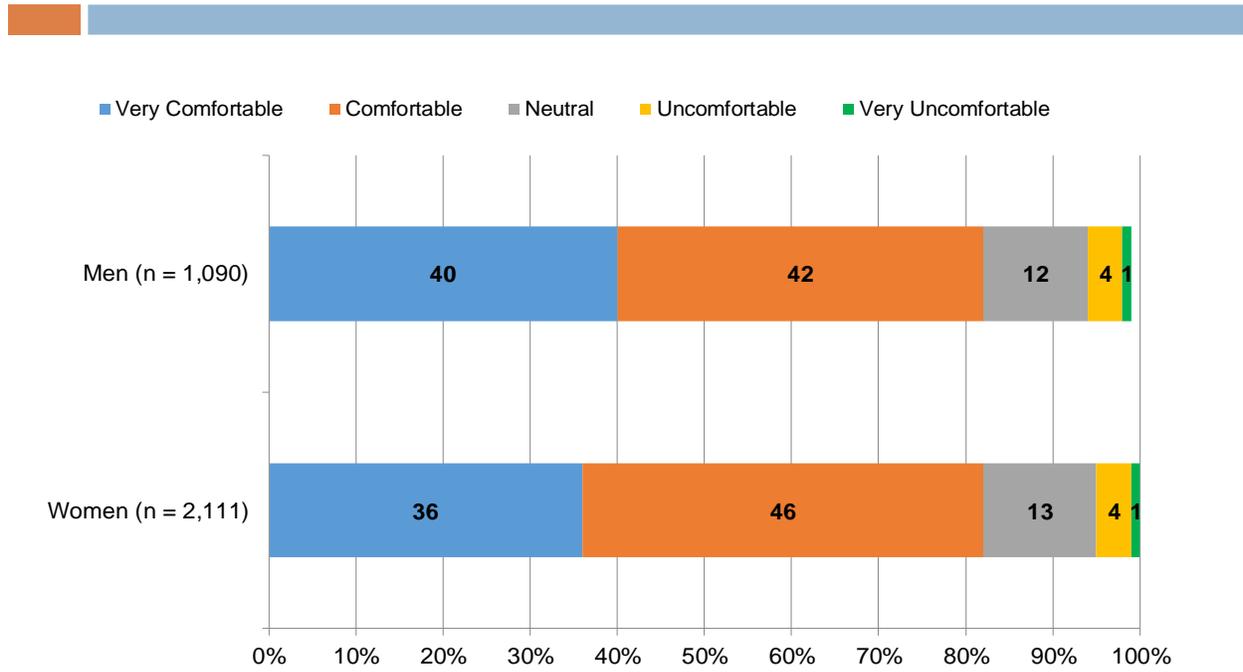


Figure 14. Student Respondents' Comfort with Academic Department Climate by Gender Identity (%)

No significant differences existed between Men and Women Student respondents' level of comfort with the climate in their classes (Figure 15).

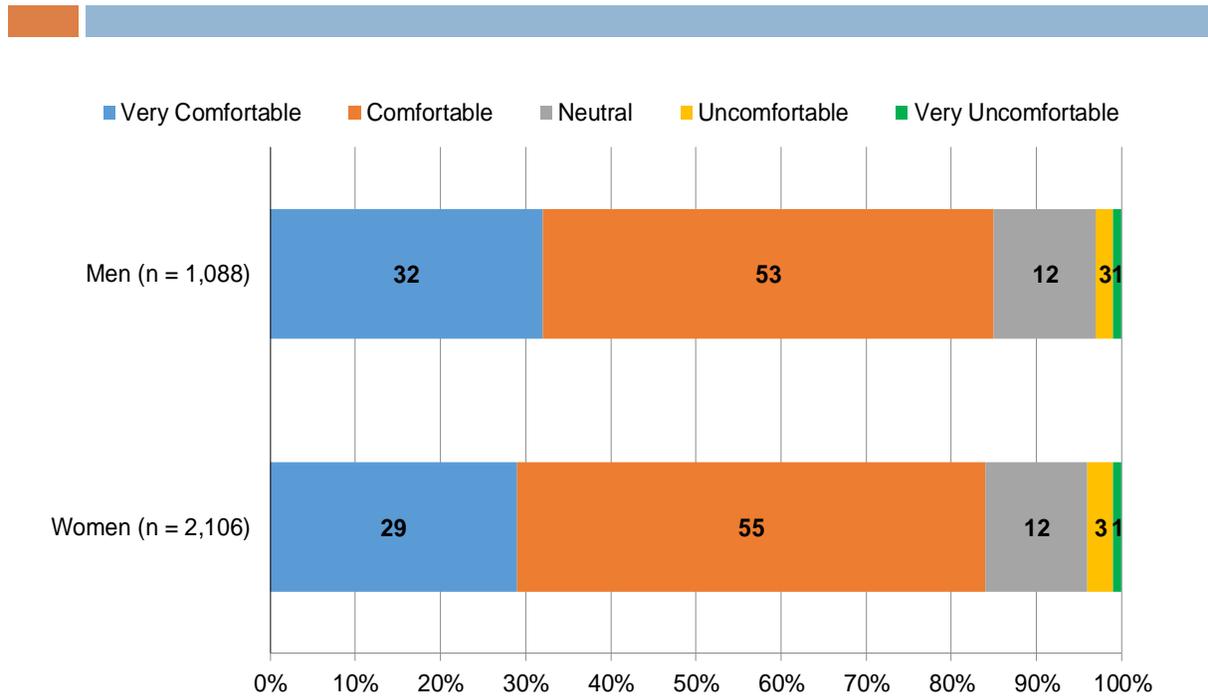
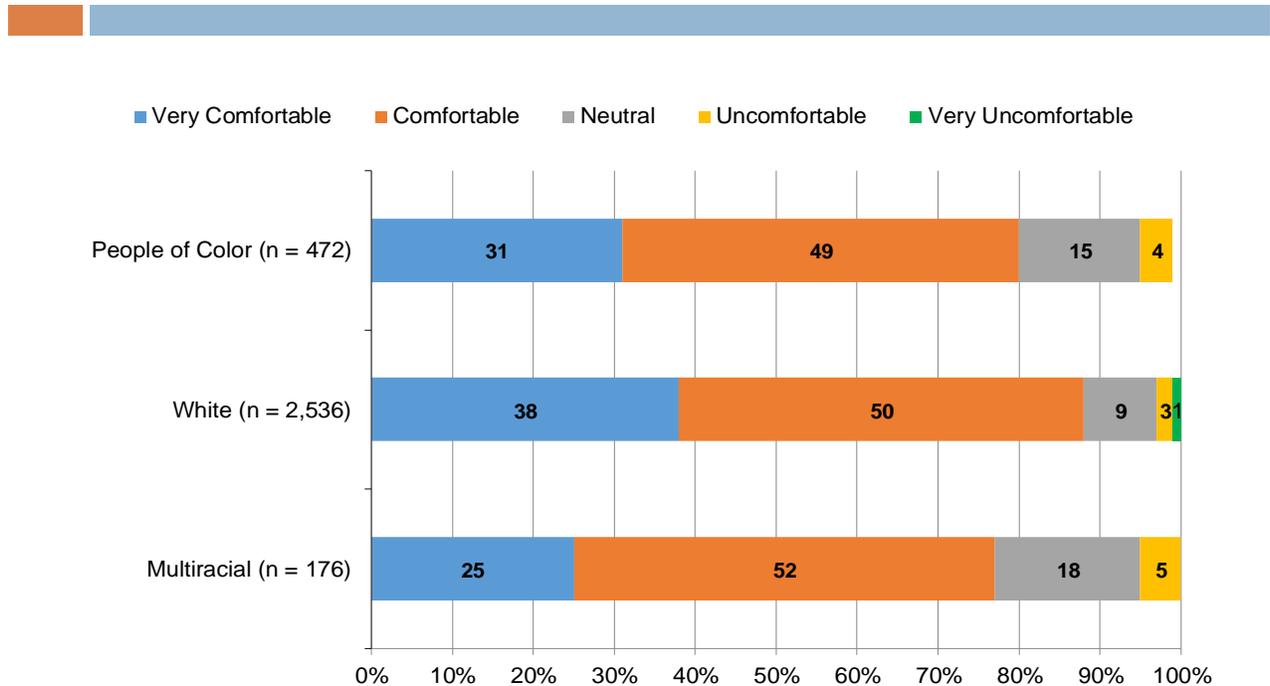


Figure 15. Student Respondents' Comfort with Class Climate by Gender Identity (%)

By racial identity,⁴² Student Respondents of Color (31%, $n = 146$) and Multiracial Student respondents (25%, $n = 44$) were significantly less likely to be “very comfortable” with the overall climate at UTC than were White Student respondents (38%, $n = 957$) (Figure 16).^{iv}

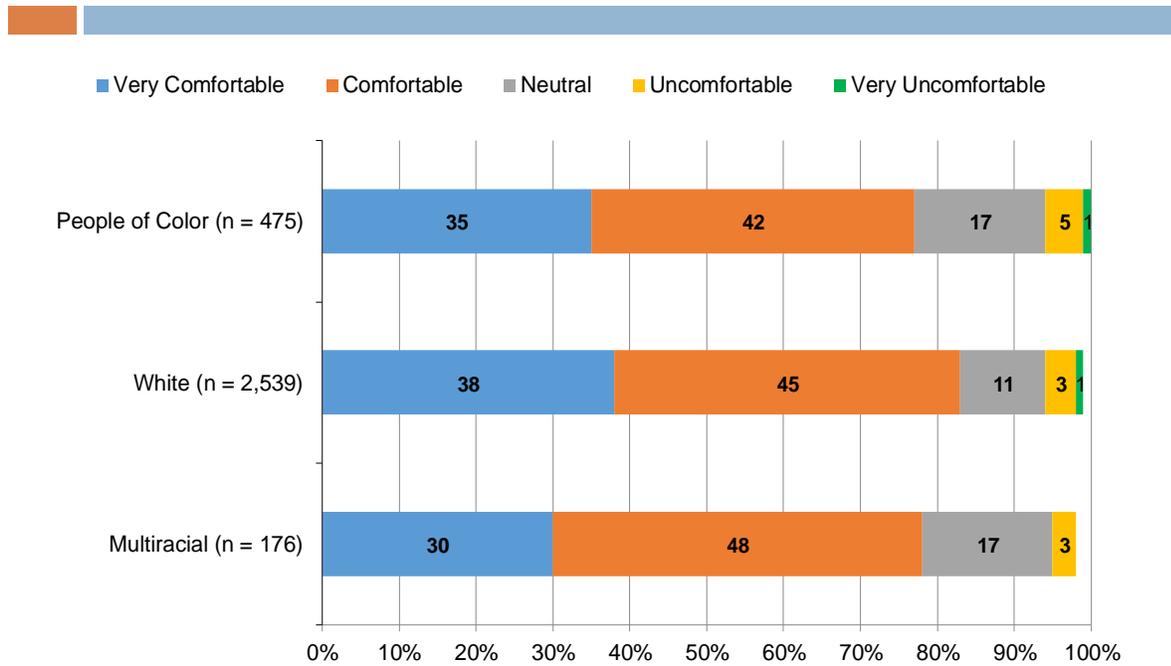


Note: Responses with $n < 5$ are not presented in the figure.

Figure 16. Student Respondents’ Comfort with Overall Climate by Racial Identity (%)

⁴²The LCST proposed five collapsed racial identity categories (White, Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, Black/African American, Hispanic/Latin@/Chicano@, and Other People of Color were collapsed into one People of Color category.

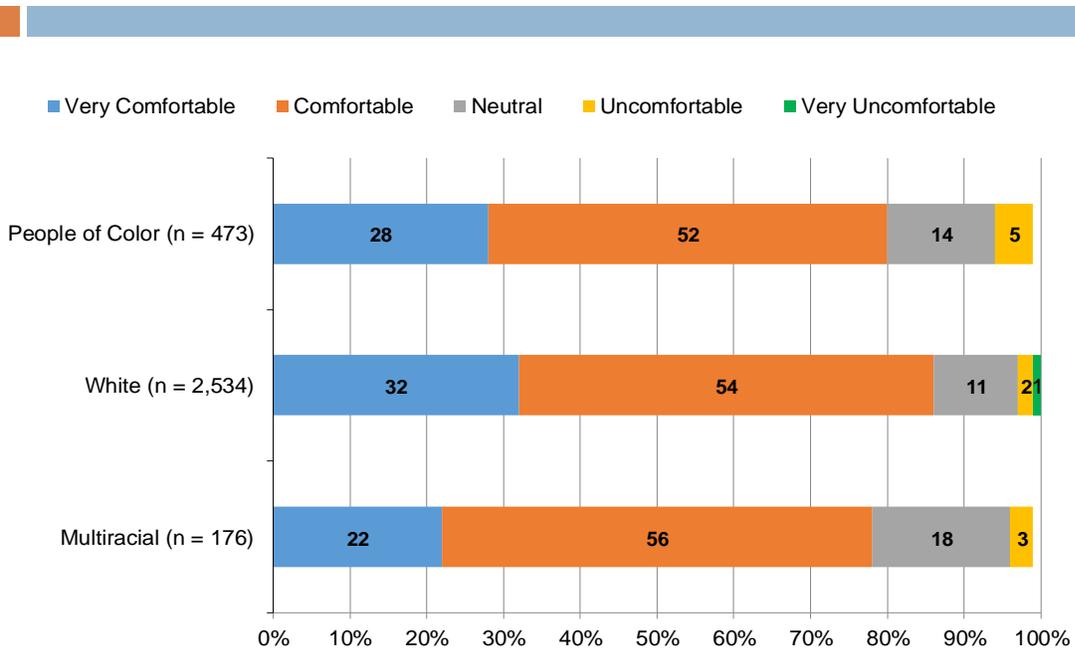
Eleven percent ($n = 287$) of White Student respondents, 17% ($n = 82$) of Student Respondents of Color, and 17% ($n = 29$) of Multiracial Student respondents felt “neither comfortable nor uncomfortable” with the climate in their academic departments (Figure 17).^v



Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Student Respondents’ Comfort with Academic Department Climate by Racial Identity (%)

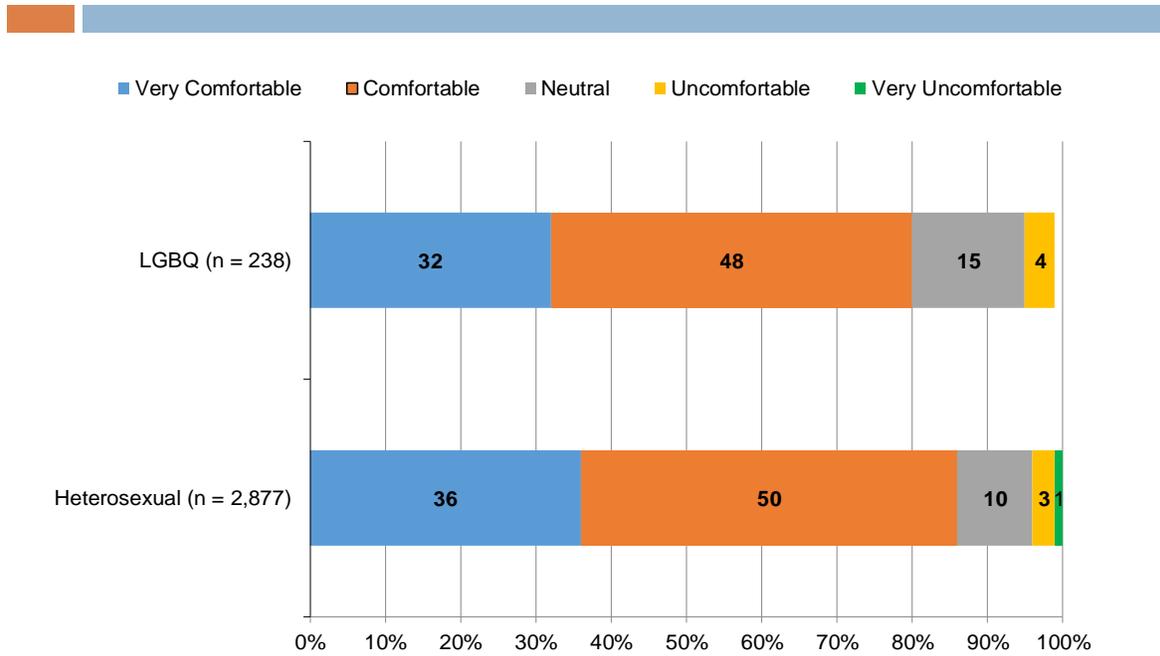
Figure 18 illustrates that Multiracial Student respondents (22%, $n = 38$) were significantly less likely to be “very comfortable” with the climate in their classes than were White Student Respondents (32%, $n = 798$).^{vi}



Note: Responses with $n < 5$ are not presented in the figure.

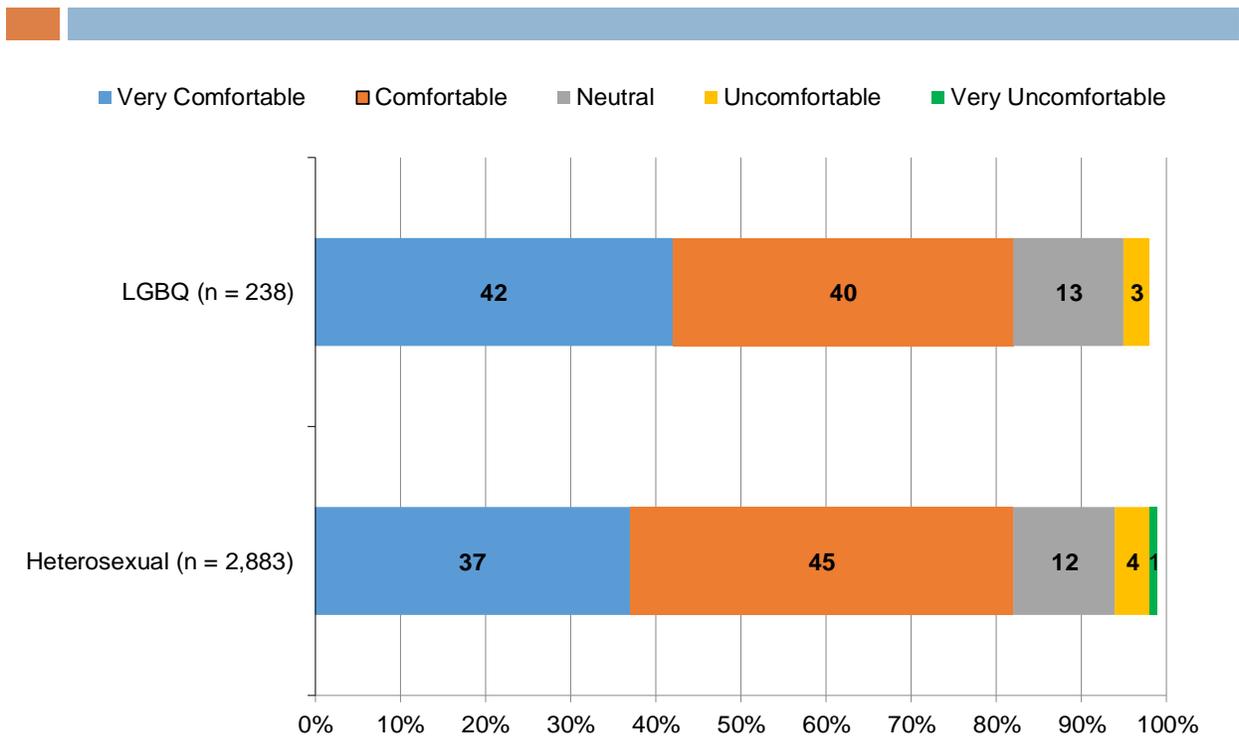
Figure 18. Student Respondents’ Comfort with Climate in Classes by Racial Identity (%)

No significant or meaningful differences occurred in Student respondents' level of comfort with the overall climate, their academic department climate, and their class climate based on sexual identity (Figures 19-21).



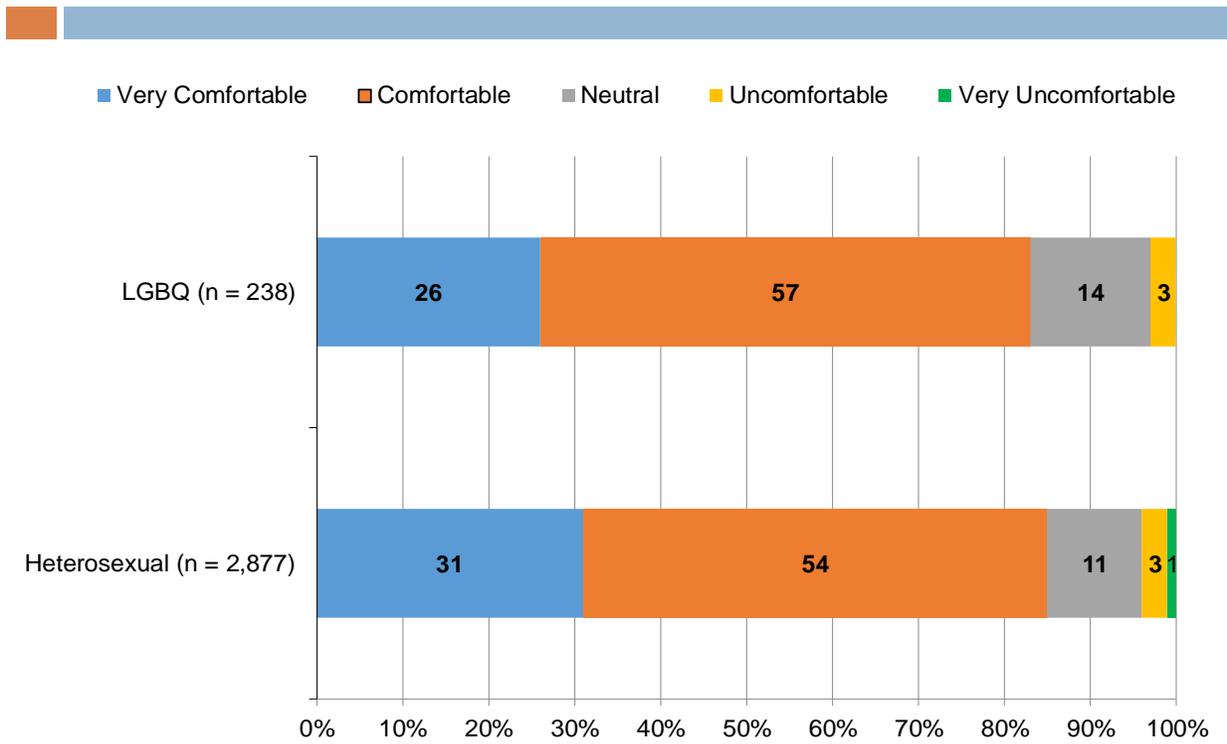
Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Student Respondents' Comfort with Overall Climate by Sexual Identity (%)



Note: Responses with $n < 5$ are not presented in the figure.

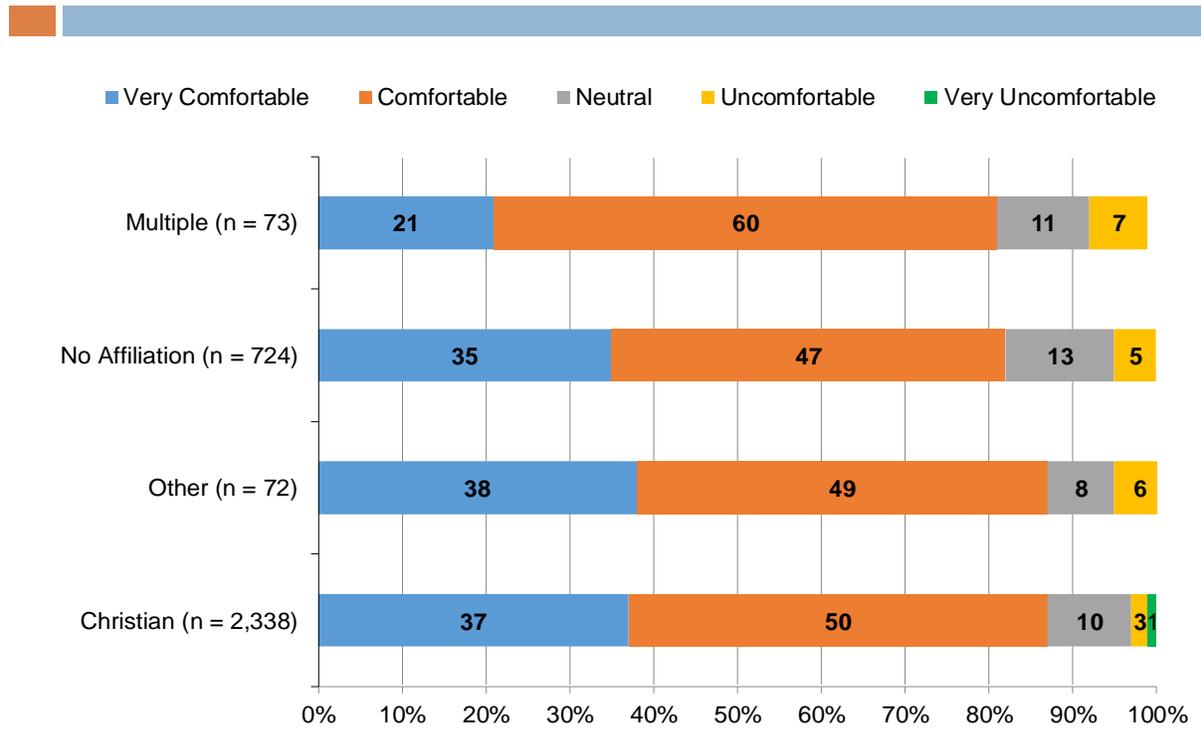
Figure 20. Student Respondents' Comfort with Academic Department Climate by Sexual Identity (%)



Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Student Respondents' Comfort with Class Climate by Sexual Identity (%)

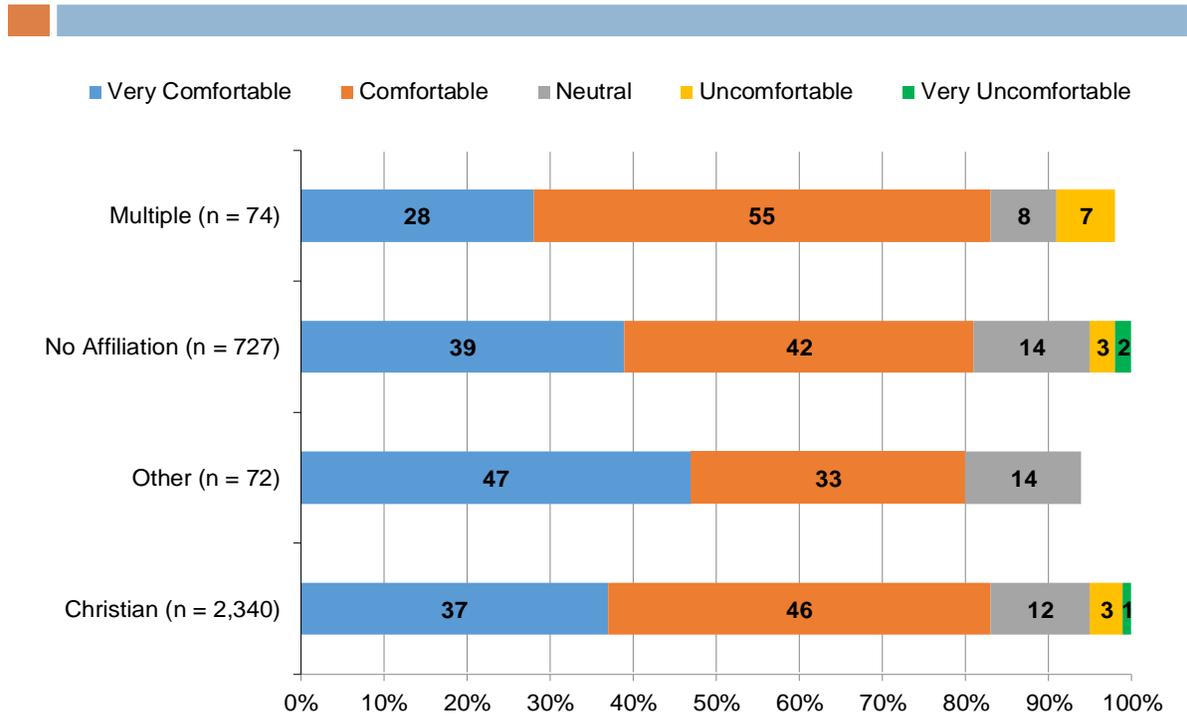
A significantly greater percentage of Christian Student respondents (37%, $n = 859$) than Multiple Affiliation Student respondents (21%, $n = 15$) felt “very comfortable” with the overall climate by religious/spiritual affiliation (Figure 22).^{vii}



Note: Responses with $n < 5$ are not presented in the figure.

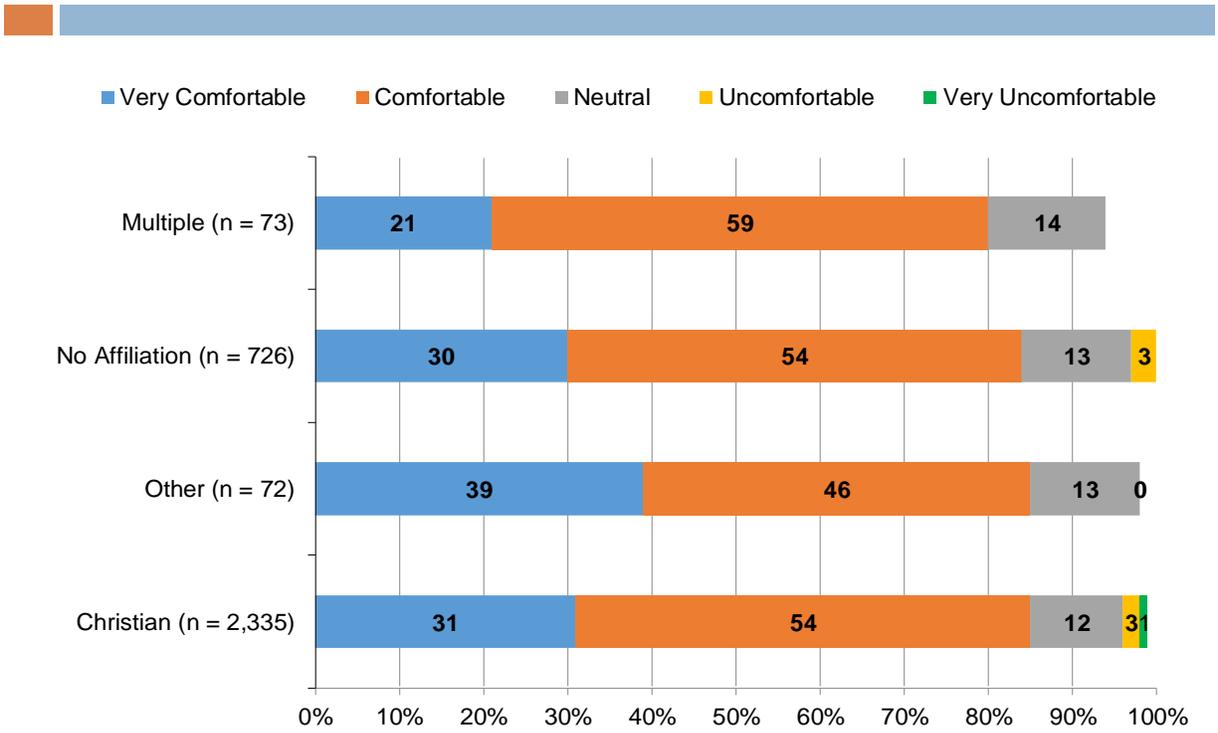
Figure 22. Student Respondents’ Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

No significant or meaningful differences existed in respondents' level of comfort with their academic department climate or class climate based on religious/spiritual identity (Figures 23-24).



Note: Responses with $n < 5$ are not presented in the figure.

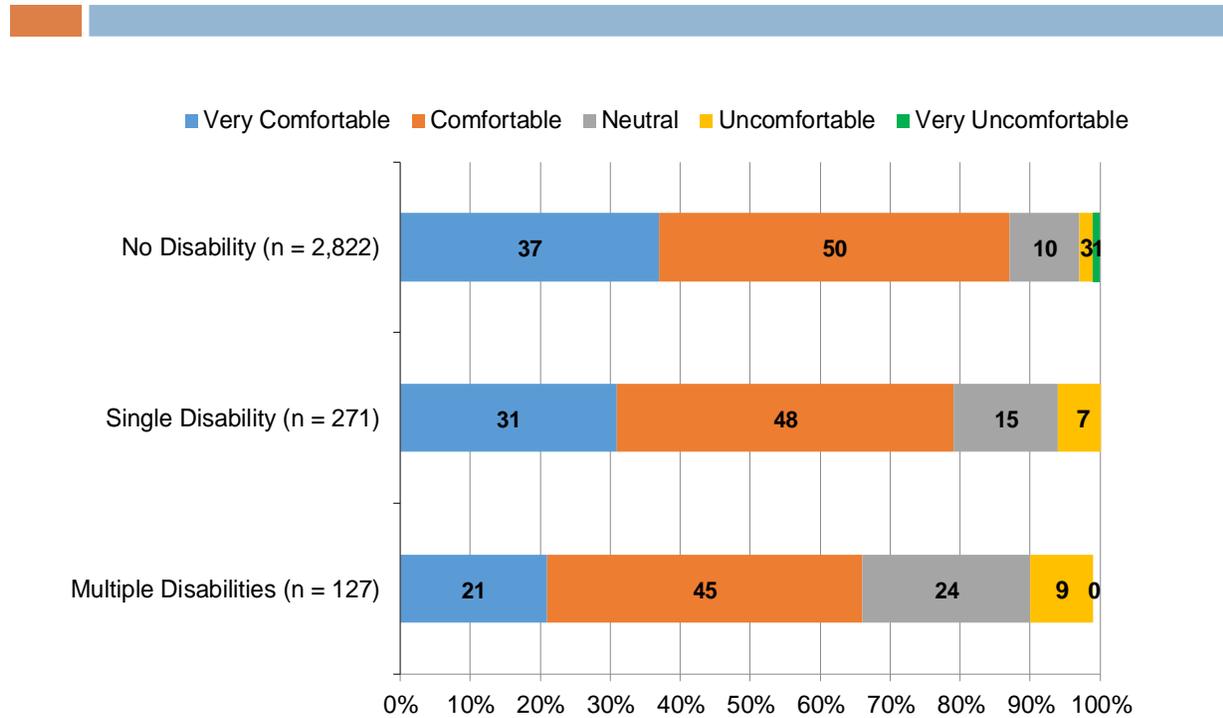
Figure 23. Student Respondents' Comfort with Academic Department Climate by Religious/Spiritual Affiliation (%)



Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Student Respondents' Comfort with Class Climate by Religious/Spiritual Affiliation (%)

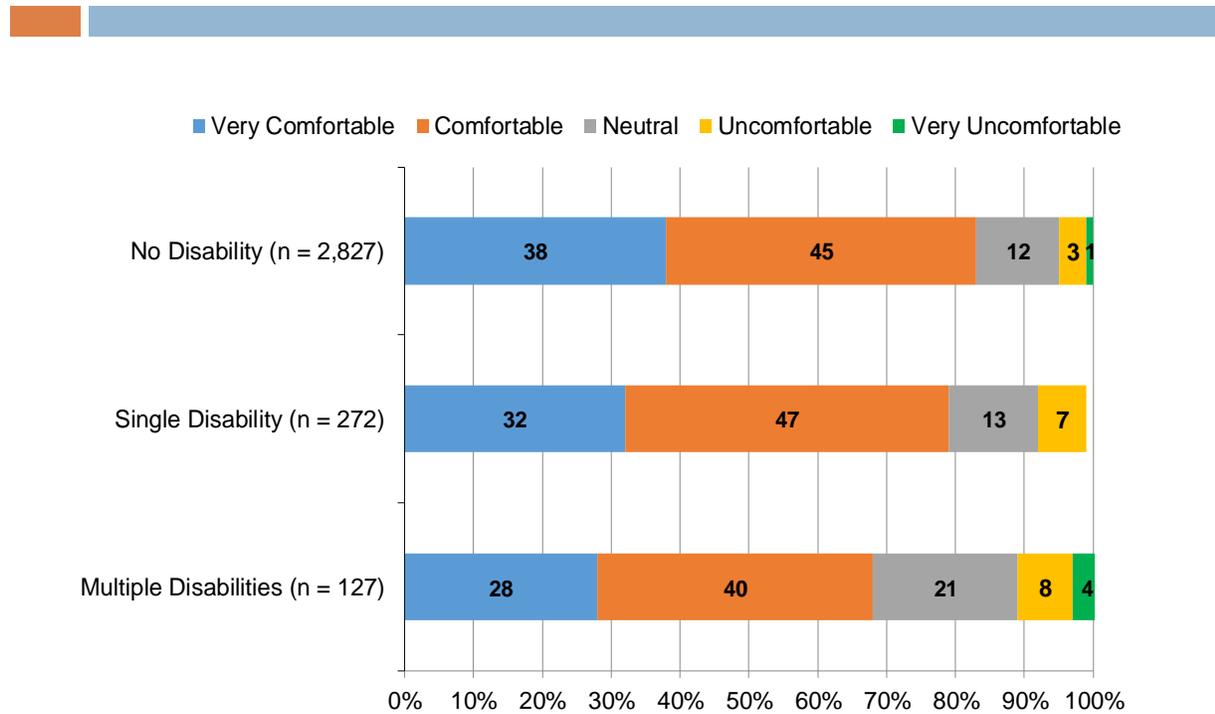
Figure 25 illustrates that Student respondents with Multiple Disabilities (21%, $n = 27$) were significantly less likely to be “very comfortable” with the overall climate than were Student respondents with No Disability (37%, $n = 1,046$).^{viii}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Student Respondents’ Comfort with Overall Climate by Disability Status (%)

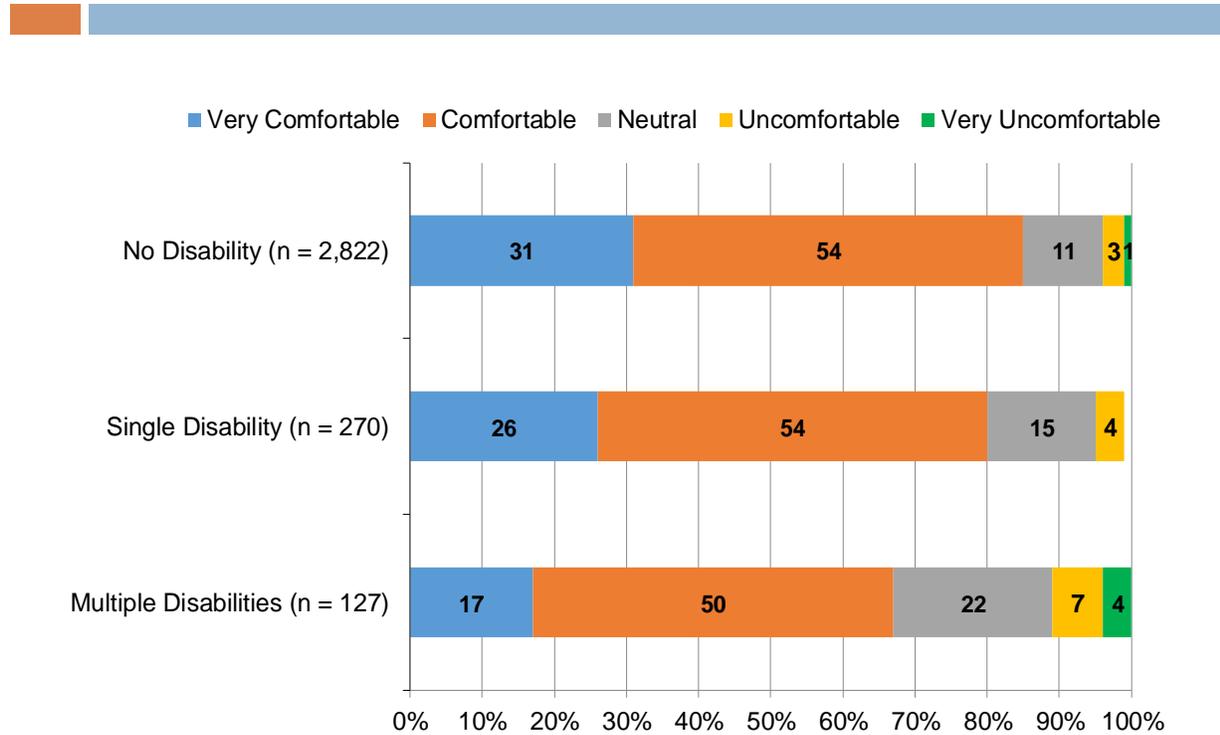
Figure 26 illustrates that Student respondents with Multiple Disabilities (28%, $n = 35$) were significantly less likely to be “very comfortable” with their academic department climate than were Student respondents with No Disability (38%, $n = 1,078$).^{ix}



Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Student Respondents’ Comfort with Academic Department Climate by Disability Status (%)

Figure 27 illustrates that Student respondents with Multiple Disabilities (17%, $n = 21$) were significantly less likely to be “very comfortable” with their class climate than were Student respondents with No Disability (31%, $n = 882$).^x



Note: Responses with $n < 5$ are not presented in the figure.

Figure 27. Student Respondents’ Comfort with Class Climate by Disability Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus, their academic department climate, and their class climate, no significant or meaningful differences emerged (Figures 28-30).

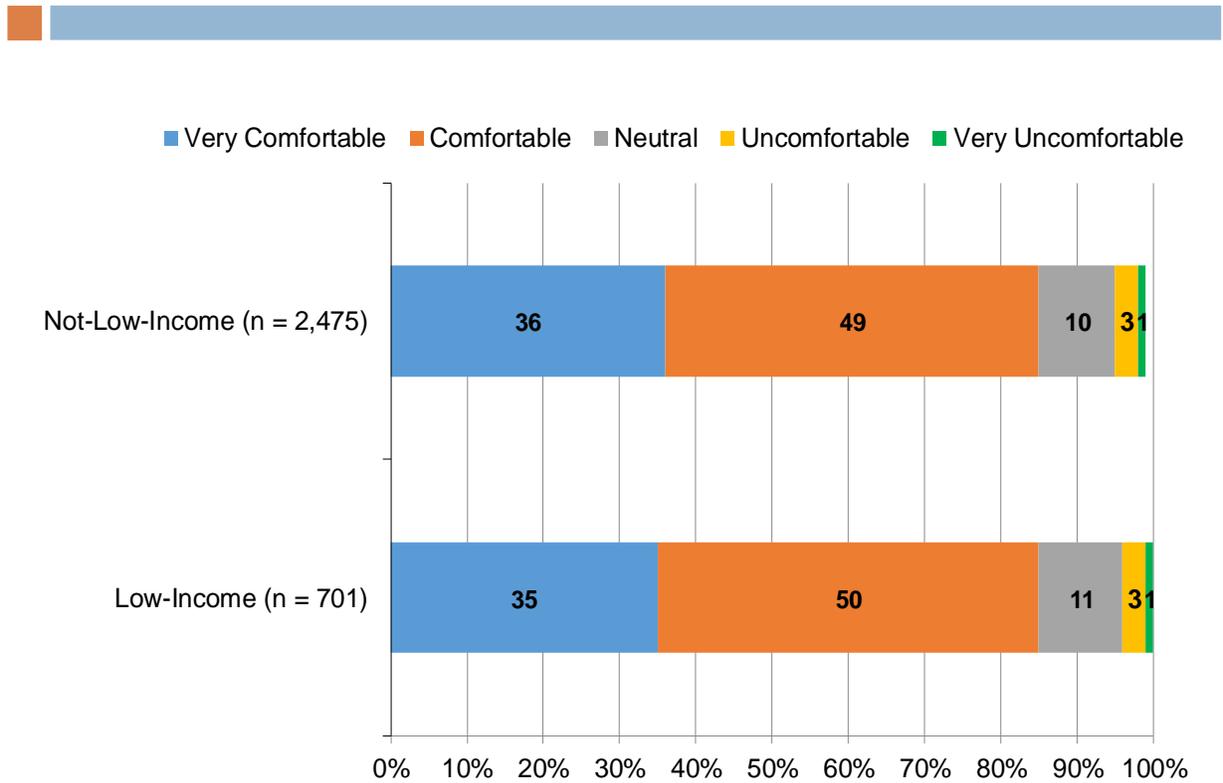


Figure 28. Student Respondents' Comfort with Overall Climate by Income Status (%)

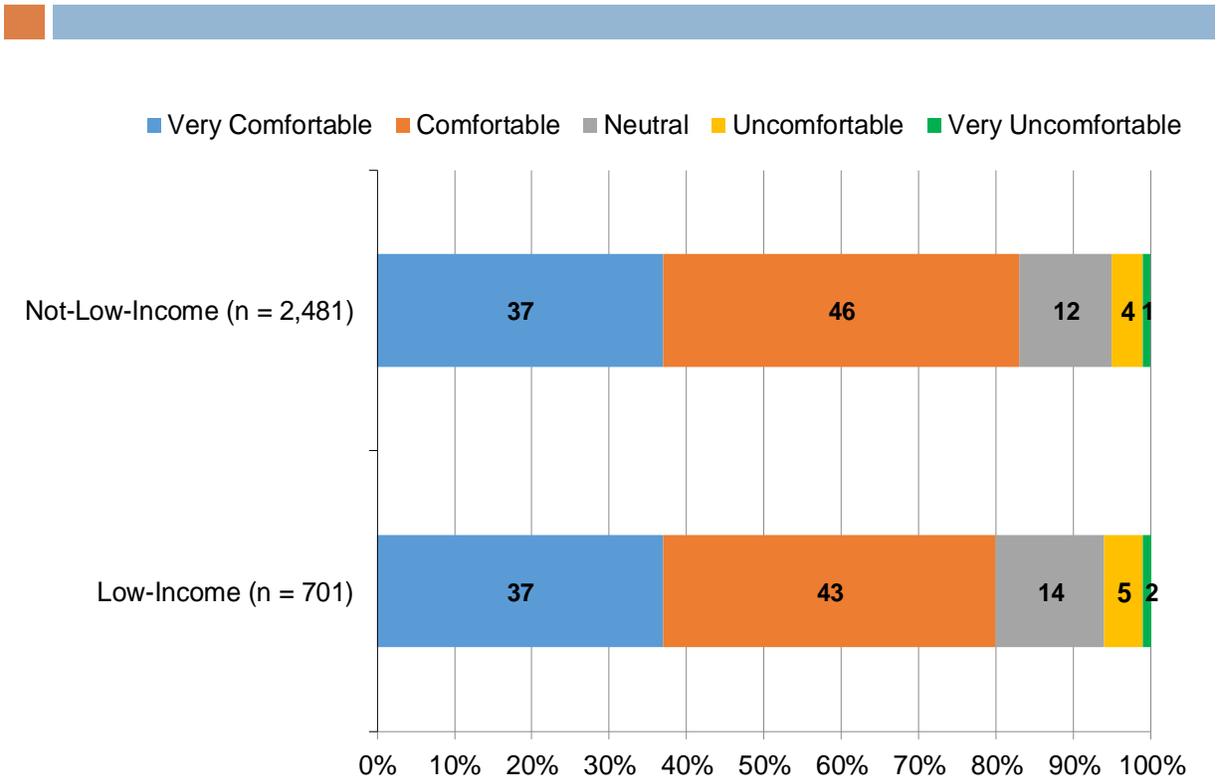


Figure 29. Student Respondents' Comfort with Academic Department Climate by Income Status (%)

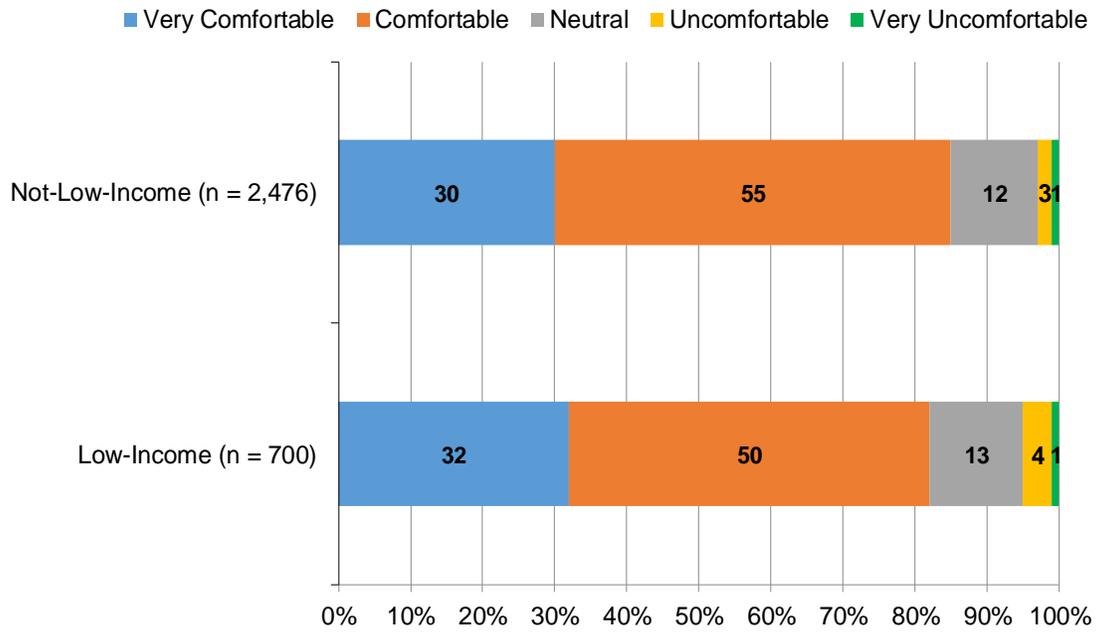
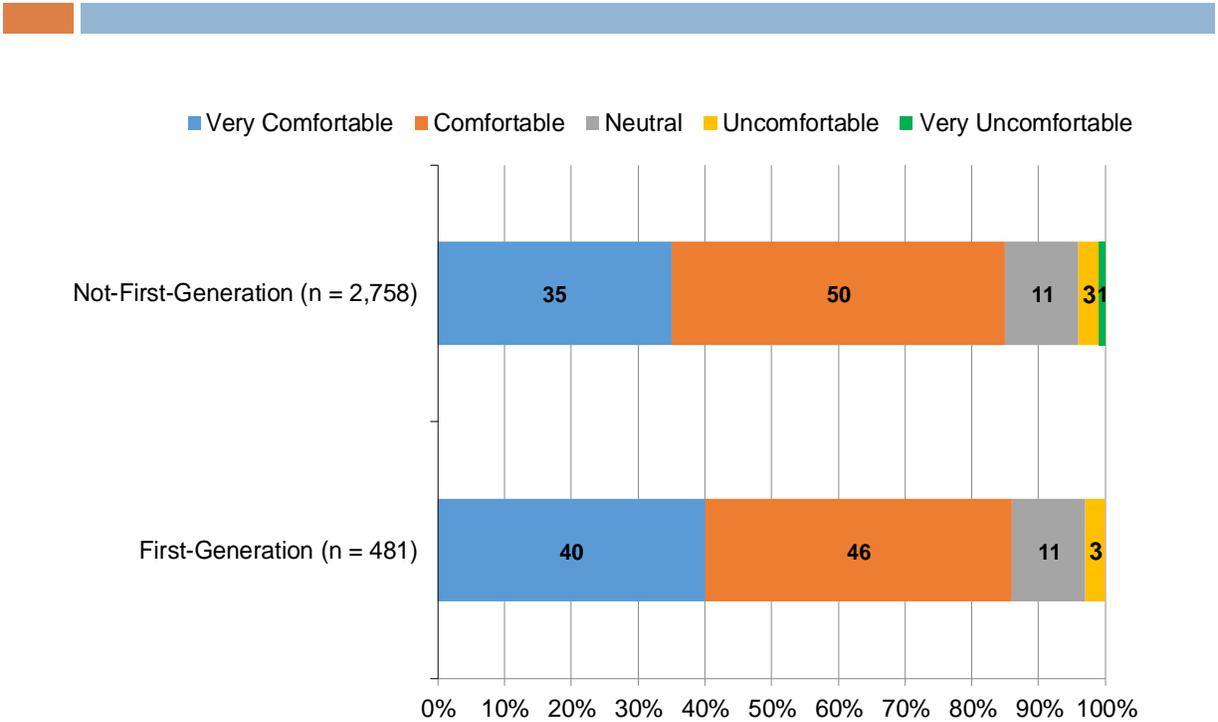


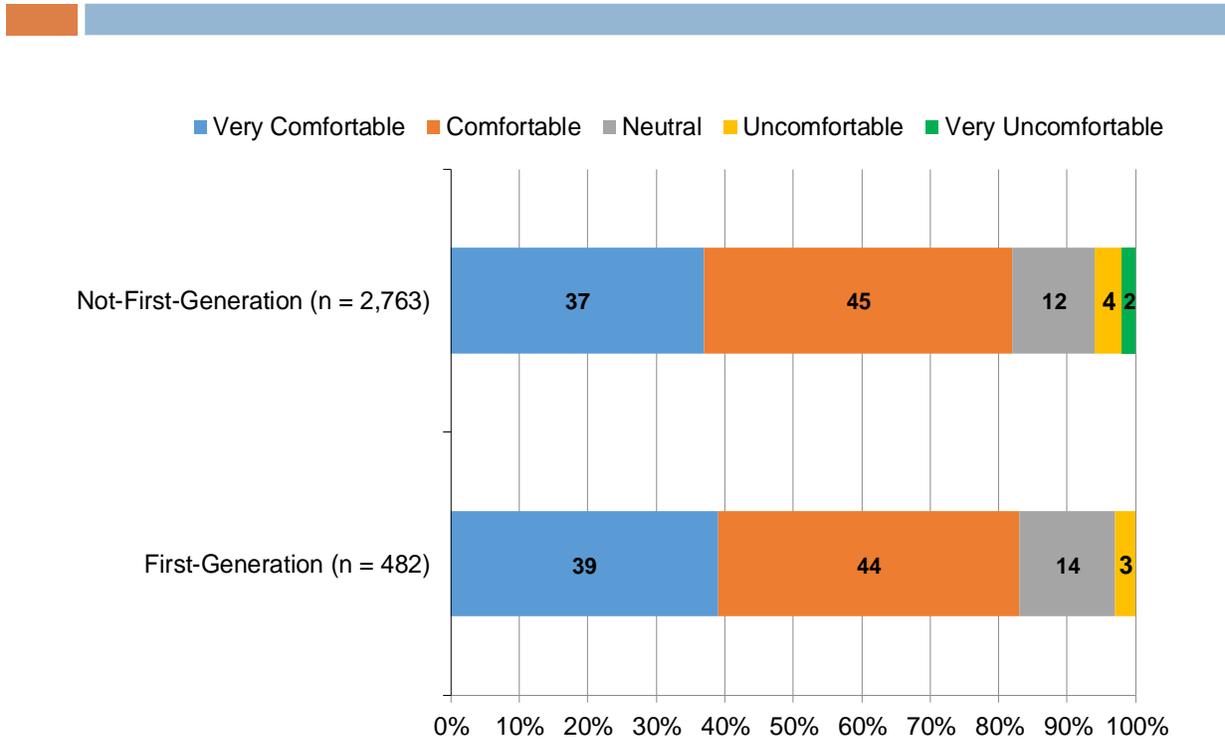
Figure 30. Student Respondents' Comfort with Class Climate by Income Status (%)

No significant or meaningful differences existed by first-generation status with regard to comfort with the overall climate and academic department climate for Student respondents (Figures 31-32).



Note: Responses with $n < 5$ are not presented in the figure.

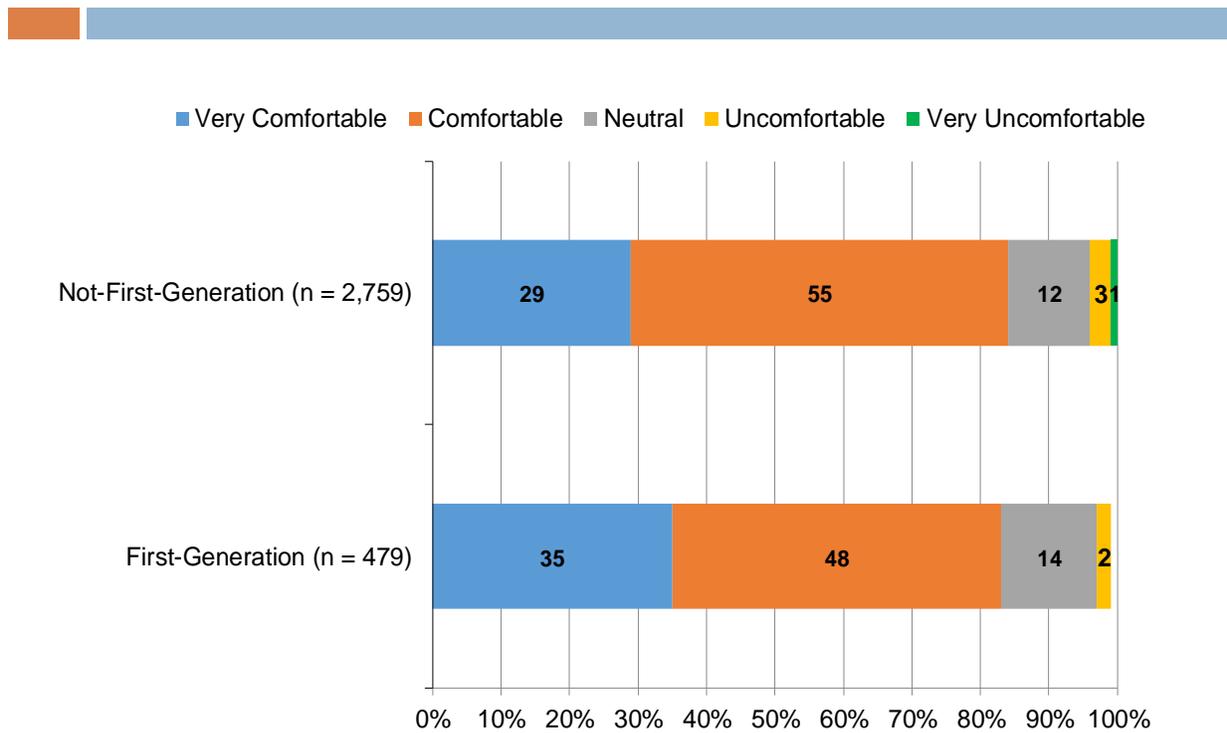
Figure 31. Student Respondents' Comfort with Overall Climate by First-Generation Status (%)



Note: Responses with $n < 5$ are not presented in the figure.

Figure 32. Student Respondents' Comfort with Academic Department Climate by First-Generation Status (%)

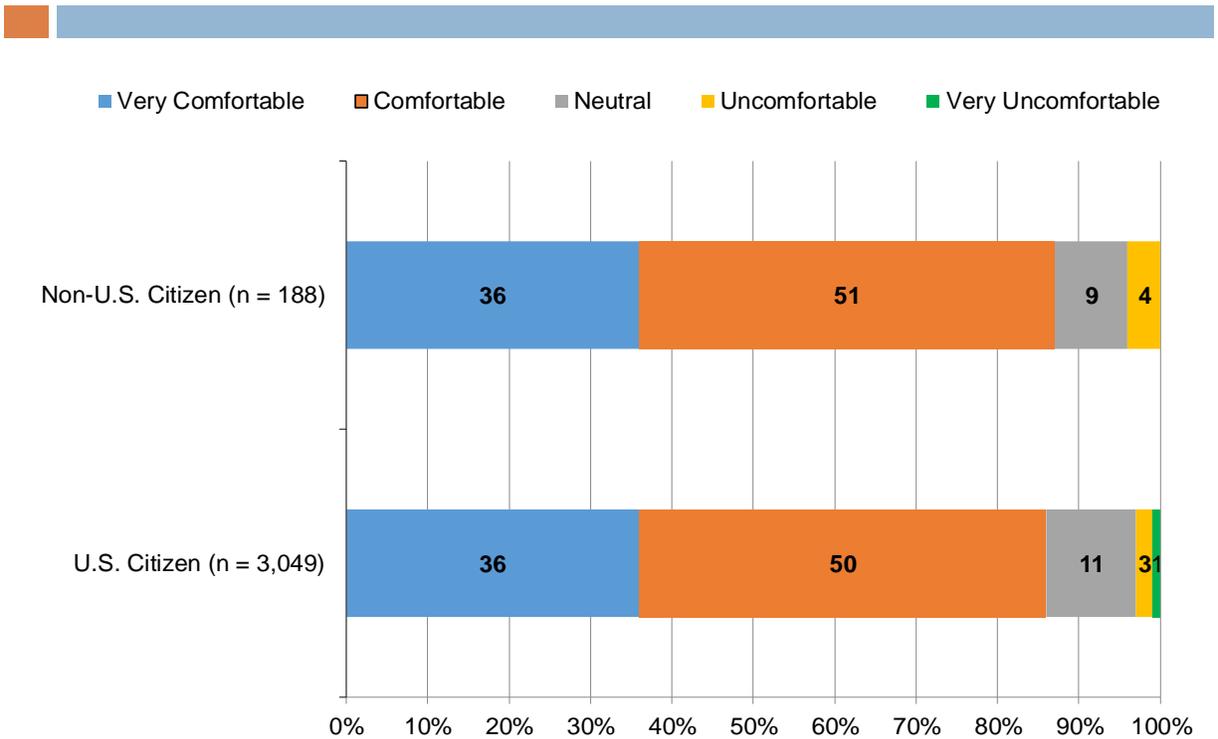
First-Generation Student respondents (35%, $n = 168$) were significantly more likely to be “very comfortable” with their class climate than were Not-First-Generation Student respondents (29%, $n = 807$) (Figure 33).



Note: Responses with $n < 5$ are not presented in the figure.

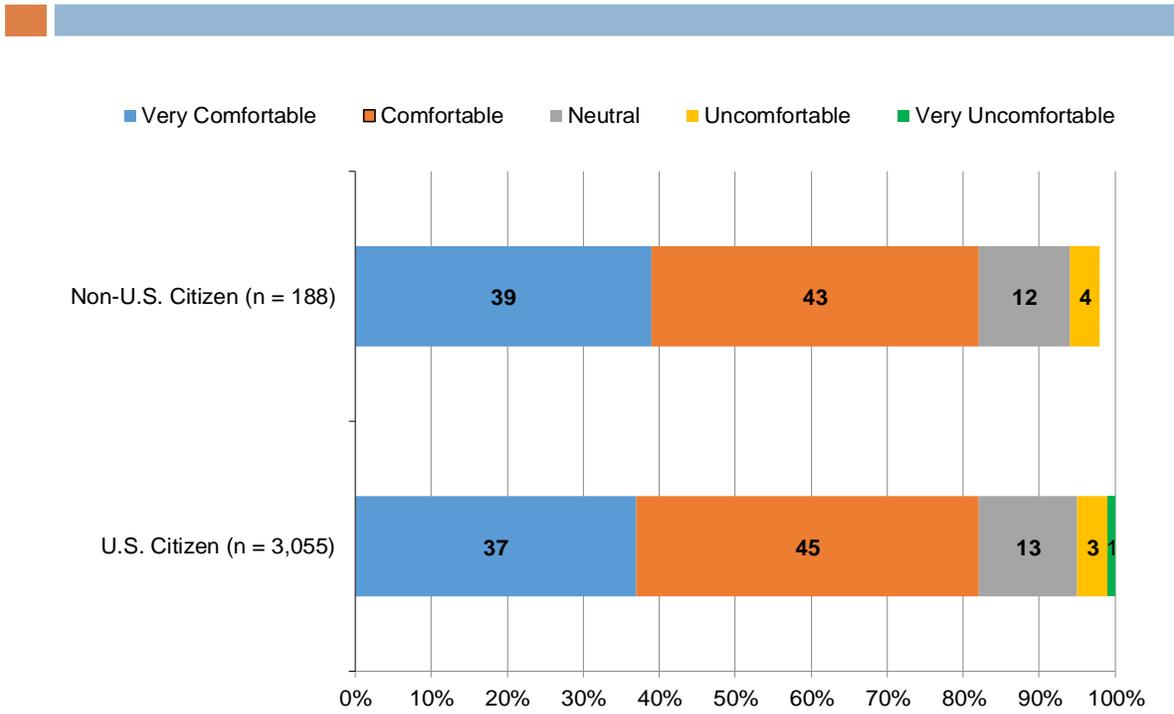
Figure 33. Student Respondents’ Comfort with Class Climate by First-Generation Status (%)

No significant or meaningful differences existed in Student respondents' level of comfort with the overall climate, their academic department climate, and their class climate based on citizenship status (Figures 34-36).



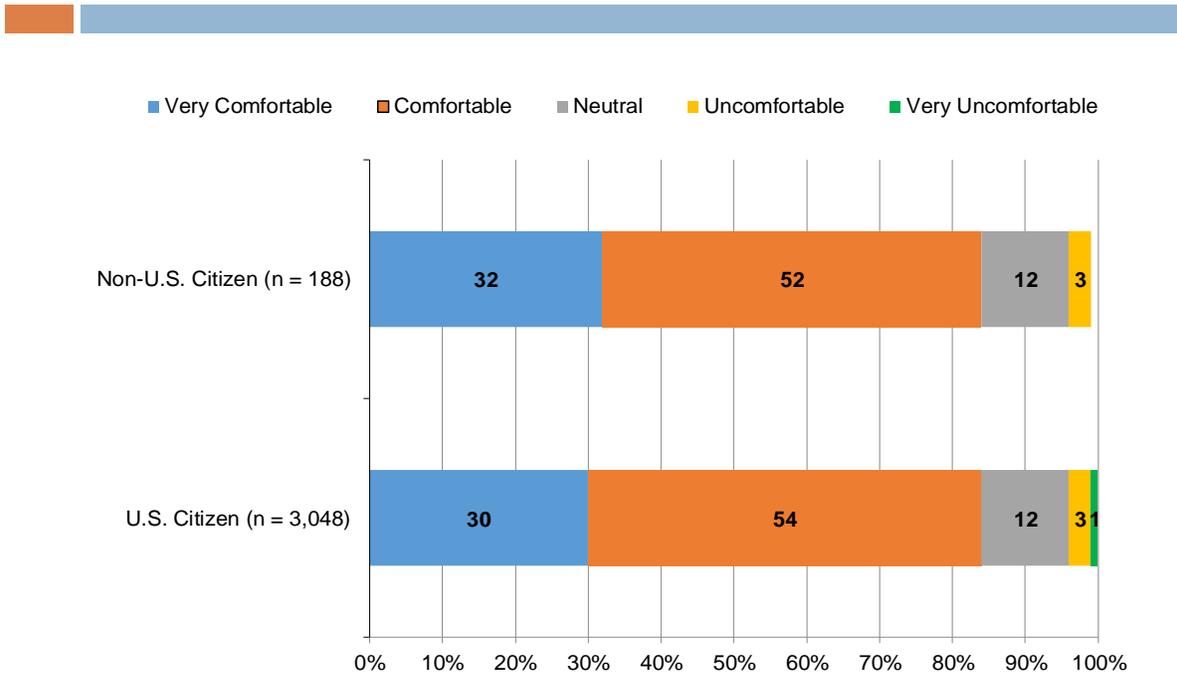
Note: Responses with $n < 5$ are not presented in the figure.

Figure 34. Student Respondents' Comfort with Overall Climate by Citizenship Status (%)



Note: Responses with $n < 5$ are not presented in the figure.

Figure 35. Student Respondents' Comfort with Academic Department Climate by Citizenship Status (%)



Note: Responses with $n < 5$ are not presented in the figure.

Figure 36. Student Respondents' Comfort with Class Climate by Citizenship Status (%)

ⁱA chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their academic department climate by student status: $\chi^2(4, N = 3,249) = 33.7, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their class climate by student status: $\chi^2(4, N = 3,242) = 68.3, p < .001$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by gender identity: $\chi^2(4, N = 3,195) = 22.9, p < .001$.

^{iv}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by racial identity: $\chi^2(8, N = 3,184) = 41.0, p < .001$.

^vA chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their academic department climate by racial identity: $\chi^2(8, N = 3,190) = 23.9, p < .01$.

^{vi}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their class climate by racial identity: $\chi^2(8, N = 3,183) = 22.7, p < .01$.

^{vii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by religious/spiritual identity: $\chi^2(12, N = 3,207) = 28.1, p < .01$.

^{viii}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 3,220) = 67.2, p < .001$.

^{ix}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their academic department climate by disability status: $\chi^2(8, N = 3,226) = 29.3, p < .001$.

^xA chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their class climate by disability status: $\chi^2(8, N = 3,219) = 47.4, p < .001$.

Barriers at UTC for Student Respondents with Disabilities

One survey item asked Student respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, identity, or instructional and campus materials at UTC within the past year. Tables 19 through 22 highlight where Student respondents with one or more disabilities experienced barriers at UTC. With regard to campus facilities, 14% ($n = 56$) of Student respondents with disabilities experienced temporary barriers in classrooms and labs, and 13% ($n = 51$) experienced barriers with campus transportation within the past year.

Table 19. Facilities Barriers Experienced by Student Respondents with Disabilities

| Facilities | Yes | | No | | Not applicable | |
|---|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Classrooms, labs (including computer labs) | 56 | 13.8 | 248 | 61.1 | 102 | 25.1 |
| Campus transportation/parking | 51 | 12.6 | 233 | 57.7 | 120 | 29.7 |
| Classroom buildings | 45 | 11.1 | 247 | 61.0 | 113 | 27.9 |
| Temporary barriers due to construction or maintenance | 38 | 9.4 | 243 | 60.0 | 124 | 30.6 |
| Counseling, Health, Testing, & Disability Services | 37 | 9.2 | 260 | 64.5 | 106 | 26.3 |
| Office furniture (e.g., chair, desk) | 29 | 7.2 | 255 | 63.7 | 116 | 29.0 |
| Walkways, pedestrian paths, crosswalks | 29 | 7.2 | 250 | 62.3 | 122 | 30.4 |
| College housing | 28 | 6.9 | 212 | 52.6 | 463 | 40.4 |
| Dining facilities | 24 | 6.0 | 262 | 65.0 | 117 | 29.0 |
| Athletic and recreational facilities | 21 | 5.2 | 239 | 58.9 | 146 | 36.0 |
| Elevators/lifts | 19 | 4.7 | 268 | 66.0 | 119 | 29.3 |
| Other campus buildings | 18 | 4.5 | 261 | 65.1 | 122 | 30.4 |
| Doors | 16 | 3.9 | 270 | 66.5 | 120 | 29.6 |
| Emergency preparedness | 15 | 3.7 | 265 | 65.6 | 124 | 30.7 |
| Restrooms | 15 | 3.7 | 166 | 66.3 | 120 | 29.9 |
| Studios/performing arts spaces | 11 | 2.7 | 250 | 62.3 | 140 | 34.9 |
| Podium | 9 | 2.3 | 260 | 65.0 | 131 | 32.8 |
| Signage | 9 | 2.2 | 266 | 66.3 | 126 | 31.4 |

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 417$).

Table 20 illustrates that, in terms of the technological or online environment, 9% ($n = 34$) of Student respondents with one or more disabilities had difficulty with Blackboard.

Table 20. Barriers in Technology/Online Environment Experienced by Student Respondents with Disabilities

| Technology/online environment | Yes | | No | | Not applicable | |
|---|------------|-----|-----------|------|-----------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Blackboard | 34 | 8.6 | 273 | 68.9 | 89 | 22.5 |
| Accessible electronic format | 26 | 6.5 | 275 | 69.3 | 96 | 24.2 |
| Website | 25 | 6.4 | 277 | 71.0 | 88 | 22.6 |
| Computer equipment (e.g., screens, mouse, keyboard) | 24 | 6.1 | 281 | 71.0 | 91 | 23.0 |
| Software (e.g., voice recognition/audiobooks) | 24 | 6.1 | 278 | 70.2 | 94 | 23.7 |
| Video /video audio description | 23 | 5.9 | 272 | 69.6 | 96 | 24.6 |
| Electronic forms | 23 | 5.8 | 280 | 70.7 | 93 | 23.5 |
| Library database | 22 | 5.6 | 277 | 70.3 | 95 | 24.1 |
| Clickers | 22 | 5.5 | 266 | 67.0 | 109 | 27.5 |
| Phone/Phone equipment | 20 | 5.1 | 281 | 71.1 | 94 | 23.8 |
| Electronic surveys (including this one) | 19 | 4.8 | 287 | 72.5 | 90 | 22.7 |
| Electronic signage | 16 | 4.1 | 283 | 71.8 | 95 | 24.1 |
| Kiosks | 13 | 3.3 | 282 | 71.2 | 101 | 25.5 |

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 417$).

In terms of identity, 6% ($n = 22$) of Student respondents with one or more disabilities had difficulty with learning technology, 5% ($n = 20$) had difficulty with electronic databases, and 5% ($n = 20$) experienced barriers with their email accounts (Table 21).

Table 21. Barriers in Identity Experienced by Student Respondents with Disabilities

| Identity | Yes | | No | | Not applicable | |
|-------------------------------------|------------|-----|-----------|------|-----------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Learning technology | 22 | 5.6 | 287 | 72.5 | 87 | 22.0 |
| Electronic databases (e.g., Banner) | 20 | 5.1 | 284 | 71.9 | 91 | 23.0 |
| Email account | 20 | 5.1 | 293 | 74.0 | 83 | 21.0 |
| Surveys | 17 | 4.3 | 292 | 74.7 | 82 | 21.0 |
| Intake forms (e.g., Health Center) | 14 | 3.5 | 285 | 72.2 | 96 | 24.3 |

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 417$).

In terms of instructional and campus materials, 8% ($n = 32$) of Student respondents with one or more disabilities had difficulty with textbooks, and 6% ($n = 24$) had difficulty with syllabi (Table 22).

Table 22. Barriers in Instructional Campus Materials Experienced by Student Respondents with Disabilities

| Instructional/Campus Materials | Yes | | No | | Not applicable | |
|--|-----------------|----------|-----------------|----------|-----------------------|----------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Textbooks | 32 | 8.1 | 280 | 71.1 | 82 | 20.8 |
| Syllabi | 24 | 6.1 | 284 | 72.1 | 86 | 21.8 |
| Food menus | 21 | 5.3 | 278 | 70.4 | 96 | 24.3 |
| Forms | 18 | 4.6 | 284 | 71.9 | 93 | 23.5 |
| Video-closed captioning and text description | 16 | 4.1 | 277 | 71.0 | 97 | 24.9 |
| Journal articles | 15 | 3.8 | 287 | 72.7 | 93 | 23.5 |
| Other publications | 15 | 3.8 | 287 | 72.8 | 92 | 23.4 |
| Brochures | 14 | 3.5 | 286 | 72.4 | 95 | 24.1 |
| Library books | 13 | 3.3 | 289 | 73.4 | 92 | 23.4 |

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 417$).

A total of 57 respondents (6 Graduate/Professional Student and 51 Undergraduate Student) elaborated on the resources available for students with disabilities. The themes that emerged were 1) faculty issues and classroom resources, 2) resources for mental health, and 3) physical facilities.

All Student Respondents

Faculty Issues and Classroom Resources. Student respondents elaborated on how faculty responded to addressing their disability. While some found their faculty largely accommodating (“My teachers have been mostly accommodative with my disability.”), Student respondents largely reported having difficulty getting proper accommodations from instructors. One Undergraduate Student respondent described, “The only issue I have had is when teachers do not believe I have a disability and do not want me to take tests in the DRC.” Other Undergraduate Student respondents wrote, “Teachers are the only thing that I have problems with,” “Trouble with intolerance from professors,” and “I have barriers with professors who do not lecture in a

manner where I can read their lips. Many professors seem unwilling to change.” Student respondents also reported having difficulty academically because of their disability, but not utilizing campus resources. As one Undergraduate Student respondent wrote, “My disability is dyslexia. I have never used any resource provided to me by UTC. Partly because a test to get officially diagnosed with dyslexia costs around 700 dollars. I just power through my struggles. Though my grades have suffered, I still get by adequately.” In describing their disability, one Graduate/Professional Student respondent wrote, “I deal with it, and don't let it hold me back.”

All Student Respondents

Resources for Mental Health. Student respondents also reported seeking out resources to address mental health. One Undergraduate Student respondent stated, “I think that the disability resource center should provide services and accommodations for students with depression/anxiety. Current policies regarding attendance have been difficult to navigate with my mental health issues.” Another Undergraduate Student respondent wrote, “My disabilities are severe depression and anxiety, nothing on campus has helped me with these things.” Student respondents also wanted to see additional resources, as one respondent wrote, “I have a hard time managing my ADD when the library is not open 24/7. I find when I need to study it is closed.”

All Student Respondents

Physical Facilities. Finally, student respondents commented on the physical facilities at UTC. Student respondents expressed a desire to see more physical resources for persons with disabilities. One Undergraduate Student respondent wrote, “There are not enough handicap parking spaces in the parking lot near Hunter Hall.” Another respondent wrote, “Frist Hall has been designated as the only place for disabled students to go to recharge or eat lunches. I think there should be a classroom set aside in each building that can be used for disabled students to recharge. Being autistic, I often don't want to wade a mile through a crowd of strangers to reach a safe haven.” Finally, an Undergraduate Student respondent commented, “There are far too few handicapped parking spaces, and it makes it harder to get around when you have a disability that affects your body. There are several places with large holes in the sidewalk and many doors where you don't have the ability to use the handicapped button to open them. Some classrooms

have seats that are located up or down steps, and teachers will not save seats at the front or back for people who are unable to get to the chairs located on steps.”

Fewer than five Student respondents elaborated on their experiences as Transgender students on campus. Respondents specifically pointed out services that they would like to see offered at UTC, as illustrated by the following Student respondents who said, “Let transgender students declare their name on services like Blackboard or ID before they legally get it changed. Have more gender-neutral bathrooms.” Finally, one respondent described how they felt explaining their gender identity to others. “As a distance learner, I don't feel it's safe or worth the trouble for me to tell people in discussions or in emails with faculty/advisors that I'm transgender, or questioning my gender, especially since I have only started to question my gender identity at the beginning of the fall 2016 semester, and am only in the past two months really identifying as transgender after a long phase of questioning.”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴³

Ten percent ($n = 317$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at UTC within the past year.⁴⁴ Table 23 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 27% ($n = 87$) indicated that the conduct was based on their political views. Seventeen percent noted that the conduct was based each on their academic performance ($n = 55$) and age ($n = 55$), and 15% ($n = 48$) felt that it was based on their ethnicity. “Reasons not listed above” included responses such as “breastfeeding,” “dating relationship,” “departmental culture,” “dorm problems,” “family,” “greek life,” leadership supporter,” “military supporter,” “new to the school,” “personal vendetta,” and “roommates.”

Table 23. Bases of Experienced Conduct

| Basis of conduct | <i>n</i> | % |
|--|----------|------|
| Political views | 87 | 27.4 |
| Academic Performance | 55 | 17.4 |
| Age | 55 | 17.4 |
| Ethnicity | 48 | 15.1 |
| Gender/gender identity | 47 | 14.8 |
| Major field of study | 43 | 13.6 |
| Religious/spiritual views | 41 | 12.9 |
| Participation in an organization/team | 35 | 11.0 |
| Racial identity | 34 | 10.7 |
| Mental Health/Psychological disability/condition | 32 | 10.1 |
| Physical characteristics | 26 | 8.2 |
| Philosophical views | 26 | 8.2 |
| Learning disability/condition | 22 | 6.9 |

⁴³This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁴⁴The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

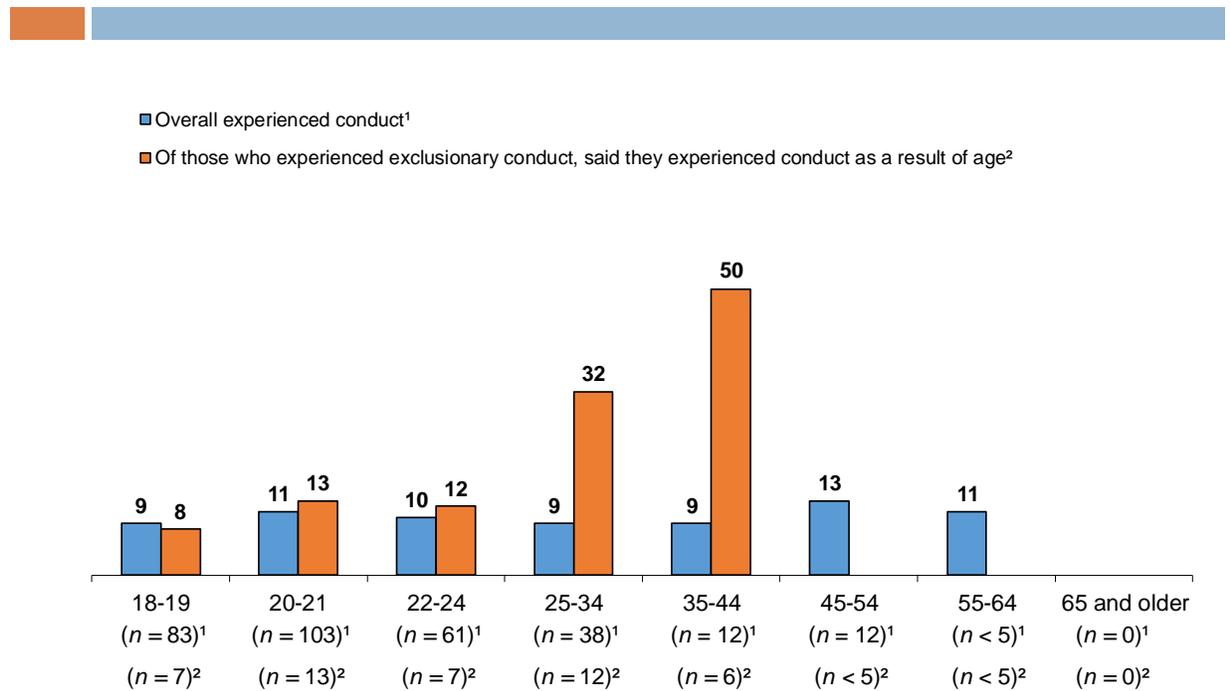
Table 23. Bases of Experienced Conduct

| Basis of conduct | <i>n</i> | % |
|---|----------|------|
| Sexual identity | 22 | 6.9 |
| Socioeconomic status | 17 | 5.4 |
| Gender expression | 13 | 4.1 |
| Medical disability/condition | 12 | 3.8 |
| Parental status (e.g., having children) | 11 | 3.5 |
| Marital status (e.g., single, married, partnered) | 10 | 3.2 |
| English language proficiency/accent | 9 | 2.8 |
| Pregnancy | 7 | 2.2 |
| International status/national origin | 6 | 1.9 |
| Immigrant/citizen status | < 5 | --- |
| Military/veteran status | < 5 | --- |
| Physical disability/condition | < 5 | --- |
| Don't know | 65 | 20.5 |
| A reason not listed above | 51 | 16.1 |

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 317). Percentages do not sum to 100% as a result of multiple response choices.

The following figures depict the responses by selected characteristics (age, ethnicity, and gender/gender identity) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UTC?”

No significant differences were noted in the percentages of Student respondents who experienced exclusionary conduct by age (Figure 37). Of those Student respondents who noted that they believed that they had experienced this conduct, larger percentages of Student respondents aged 35 to 44 years (50%, $n = 6$) and aged 25 to 34 years (32%, $n = 12$) thought that the conduct was based on their age.^{xi}

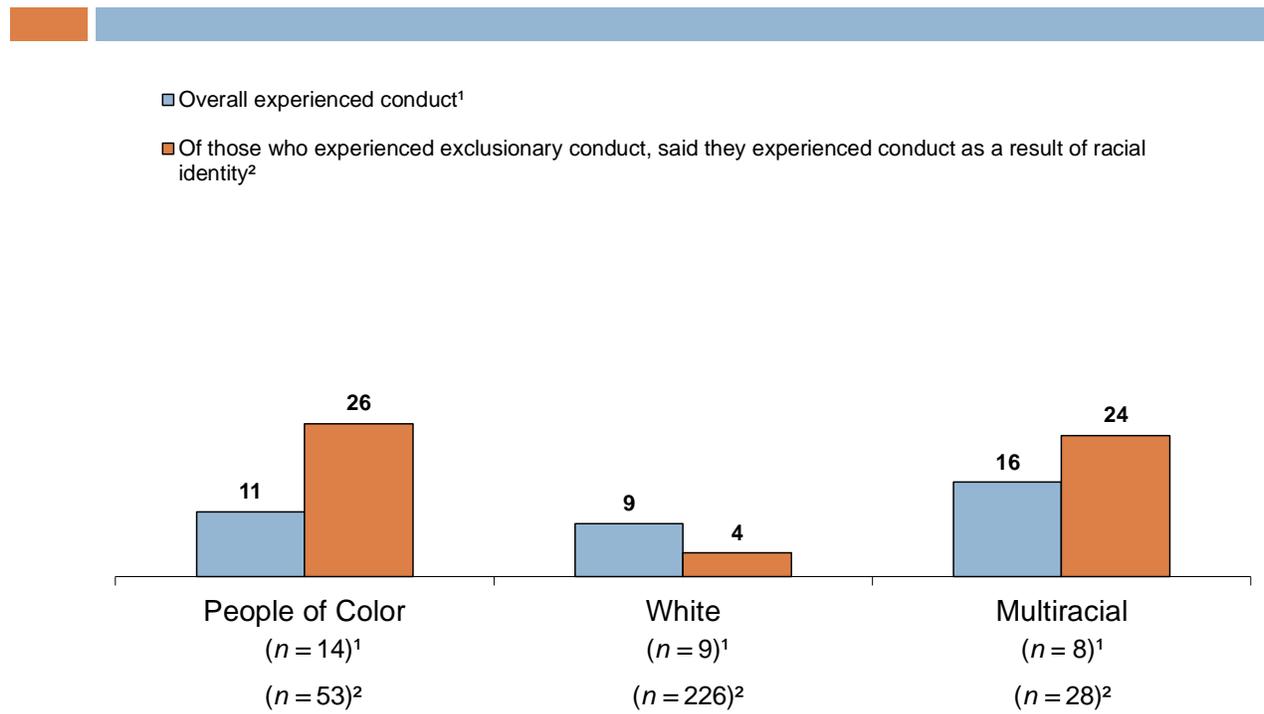


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 37. Student Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

In terms of racial identity, significant differences were noted in the percentages of White Student respondents (9%, $n = 226$), Multiracial Student Respondents (16%, $n = 28$), and Student Respondents of Color (11%, $n = 53$) who believed that they had experienced this conduct (Figure 38).^{xii} Of those respondents who noted that they believed that they had experienced this conduct, larger percentages of Multiracial Student respondents (29%, $n = 8$) and Student Respondents of Color (26%, $n = 14$) than White respondents (4%, $n = 9$) thought that the conduct was based on their racial identity.

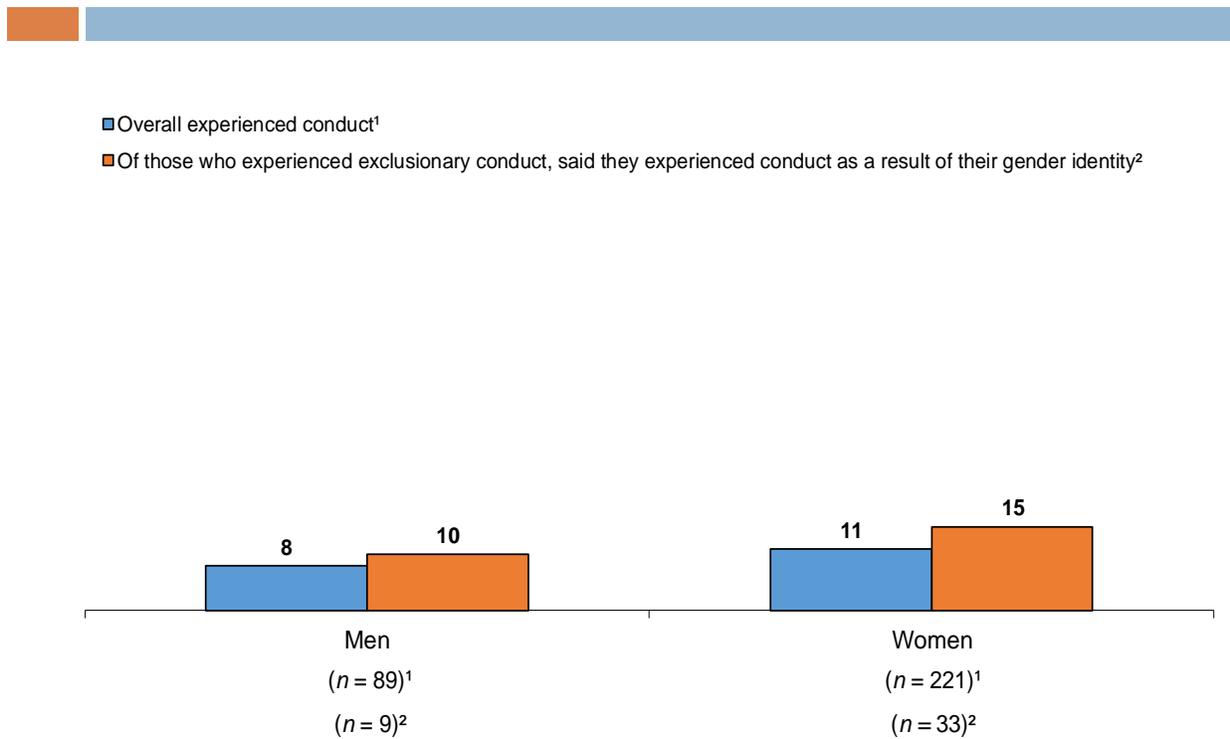


¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 38. Student Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

No significant differences were noted in the percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year by gender/gender identity (Figure 39). Eleven percent ($n = 221$) of Women Student respondents compared with 8% ($n = 89$) of Men Student respondents who noted that they had experienced this conduct indicated that the conduct was based on their gender identity.^{xiii}



¹ Percentages are based on total n split by group.

² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 39. Student Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

Table 24 illustrates the manners in which Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-nine percent ($n = 122$) felt ignored or excluded, 38% ($n = 120$) felt isolated or left out, 31% ($n = 99$) felt intimidated and bullied, 27% ($n = 84$) were the target of derogatory verbal remarks, and 25% ($n = 78$) experienced a hostile classroom environment. Other forms of such conduct included “fear of being bullied,” “sorority girls making fun of other girls,” “denied a service because of my disability,” “robbed,” “sexually harassed,” “inappropriate touching by teacher,” “assumed that I am privileged,” “surrounded by drugs and alcohol,” “told my opinion was wrong because it was of a liberal mindset,” and “uneasy about safety on campus.”

Table 24. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Form of conduct | <i>n</i> | % of those who experienced the conduct |
|---|----------|--|
| I was ignored or excluded | 122 | 38.5 |
| I was isolated or left out | 120 | 37.9 |
| I was intimidated/bullied | 99 | 31.2 |
| I was the target of derogatory verbal remarks | 84 | 26.5 |
| I experienced a hostile classroom environment | 78 | 24.6 |
| The conduct made me fear that I would get a poor grade | 69 | 21.8 |
| I felt others staring at me | 62 | 19.6 |
| I received derogatory phone calls/text messages/email | 28 | 8.8 |
| I was singled out as the spokesperson for my identity group | 27 | 8.5 |
| I received derogatory/unsolicited messages via social media | 24 | 7.6 |
| I received derogatory written comments | 23 | 7.3 |
| The conduct threatened my physical safety | 22 | 6.9 |
| I was the target of racial/ethnic profiling | 20 | 6.3 |
| I was the target of stalking | 15 | 4.7 |
| I was the target of workplace incivility | 13 | 4.1 |
| Someone assumed I was admitted/hired/promoted due to my identity group | 13 | 4.1 |
| I received threats of physical violence | 12 | 3.8 |
| I was the target of graffiti/vandalism | 7 | 2.2 |
| I was the target of physical violence | 6 | 1.9 |
| Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group | 5 | 1.6 |
| An experience not listed above | 58 | 18.3 |

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 317$). Percentages do not sum to 100% as a result of multiple response choices.

Forty-four percent ($n = 140$) of Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class/lab/clinical setting, 19% ($n = 61$) in a campus residence hall/apartment, and 17% ($n = 55$) in other public spaces at UTC (Table 25). Many respondents who marked “a location not listed above” described an online meeting, email, social media, and various locations on campus.

Table 25. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of respondents who experienced conduct |
|---|-----------------|---|
| In a class/lab/clinical setting | 140 | 44.2 |
| In a campus residence hall/apartment | 61 | 19.2 |
| In other public spaces at UTC | 55 | 17.4 |
| While walking on campus | 44 | 13.9 |
| Off-campus | 39 | 12.3 |
| On phone calls/text messages/e-mail | 37 | 11.7 |
| In a meeting with a group of people | 36 | 11.4 |
| On social media (Facebook/Twitter/ Yik-Yak) | 32 | 10.1 |
| In a faculty office | 31 | 9.8 |
| At a UTC event/program | 28 | 8.8 |
| In a UTC library | 25 | 7.9 |
| In a meeting with one other person | 23 | 7.3 |
| In a staff office | 21 | 6.6 |
| In a UTC administrative office | 21 | 6.6 |
| In the University Center/Student Center | 18 | 5.7 |
| In a UTC dining facility | 13 | 4.1 |
| In off-campus housing | 12 | 3.8 |
| While working at a UTC job | 11 | 3.5 |
| In an experiential learning environment | 10 | 3.2 |
| In an on-line learning environment | 8 | 2.5 |
| In a sorority house | 7 | 2.2 |

Table 25. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of respondents who experienced conduct |
|-----------------------------|-----------------|---|
| In athletic facilities | 7 | 2.2 |
| In a fraternity house | 6 | 1.9 |
| In Counseling Services | 6 | 1.9 |
| In a religious center | < 5 | --- |
| In the Health Center | < 5 | --- |
| On a campus shuttle | < 5 | --- |
| A location not listed above | 20 | 6.3 |

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 317$). Percentages do not sum to 100% as a result of multiple response choices.

More than half (55%, $n = 175$) of the Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct; 23% ($n = 72$) identified faculty members/other instructional staff; and 13% ($n = 41$) identified friends as the sources of the conduct (Table 26). Sources of exclusionary, intimidating, offensive, and/or hostile conduct “not listed above” included “friend’s roommate,” “dean,” “democrats,” “job application,” and “our newly elected president.”

Table 26. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Source of conduct | <i>n</i> | % of respondents who experienced conduct |
|--|-----------------|---|
| Student | 175 | 55.2 |
| Faculty member/other Instructional Staff | 72 | 22.7 |
| Friend | 41 | 12.9 |
| Stranger | 31 | 9.8 |
| Academic/Scholarship/Fellowship Advisor | 28 | 8.8 |
| Staff member | 26 | 8.2 |
| Co-worker/colleague | 16 | 5.0 |

Table 26. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Source of conduct | <i>n</i> | % of respondents who experienced conduct |
|---|-----------------|---|
| Student organization | 13 | 4.1 |
| Department/Program/Division Chair | 12 | 3.8 |
| Off campus community member | 12 | 3.8 |
| On social media (e.g., Facebook, Twitter, Yik-Yak) | 11 | 3.5 |
| Student staff | 11 | 3.5 |
| UTC media (e.g., posters, brochures, flyers, handouts, web sites) | 9 | 2.8 |
| Senior administrator (e.g., chancellor, vice chancellor, dean, provost) | 8 | 2.5 |
| Alumnus/a | 6 | 1.9 |
| Supervisor or manager | 6 | 1.9 |
| Student teaching assistant/student lab assistant/student tutor | 5 | 1.6 |
| Athletic coach/trainer | < 5 | --- |
| UTC Police/Security | < 5 | --- |
| Donor | < 5 | --- |
| Patient | < 5 | --- |
| Don't know source | 18 | 5.7 |
| A source not listed above | 18 | 5.7 |

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 317$). Percentages do not sum to 100% as a result of multiple response choices.

Figure 40 displays the perceived source of experienced exclusionary conduct by student status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents and Faculty Member/Instructional Staff were the greatest source of reported exclusionary conduct for Graduate/Professional Student respondents.

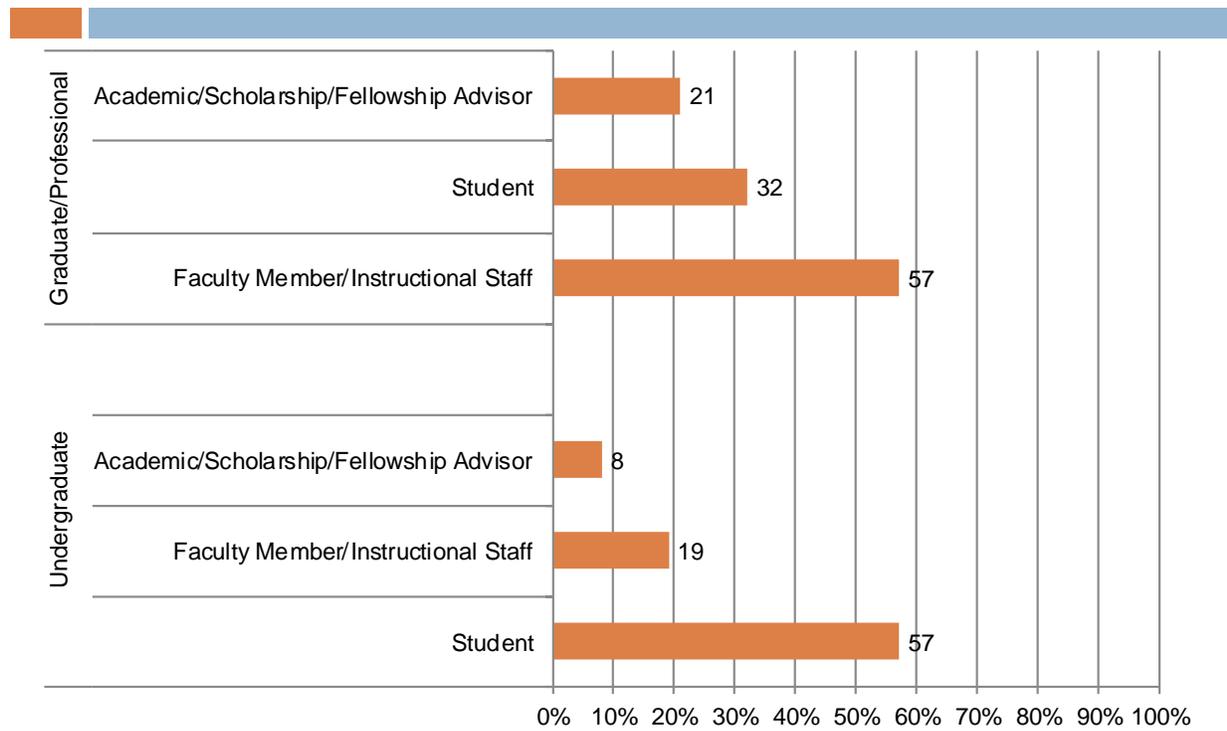


Figure 40. Student Respondents’ Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

In response to this conduct, 62% ($n = 195$) of Student respondents felt angry, 44% ($n = 138$) felt embarrassed, and 29% ($n = 92$) ignored it (Table 27). Of respondents who indicated their experience was not listed, several added comments that indicated some Student respondents felt “alone,” “annoyed,” “confused,” “depressed,” “discriminated against,” “empowered,” “frustrated,” “humiliated,” “hurt,” “isolated,” “physically and emotionally sick,” “like quitting school,” “unaccepted,” and “upset.”

Table 27. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Emotional response to conduct | <i>n</i> | % of respondents who experienced conduct |
|--------------------------------------|-----------------|---|
| I was angry. | 195 | 61.5 |
| I felt embarrassed. | 138 | 43.5 |
| I ignored it. | 92 | 29.0 |
| I was afraid. | 74 | 23.3 |
| I felt somehow responsible. | 47 | 14.8 |
| A feeling not listed above | 54 | 17.0 |

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 317$). Percentages do not sum to 100% as a result of multiple response choices.

Also in response to experiencing the conduct, 45% ($n = 142$) told a friend, 39% ($n = 124$) did not do anything, 39% ($n = 122$) avoided the person/venue, and 34% ($n = 108$) told a family member (Table 28). Of the 19% ($n = 60$) of respondents who sought support from a UTC resource, 53% ($n = 32$) sought support from a faculty member, 27% ($n = 16$) sought help from Dean of Students Office, and 25% ($n = 15$) sought help from the Counseling and Personal Development Center. Some “response not listed above” comments were “asked for help from Walk2Campus,” “contacted resident assistant and reported the experience,” “contacted head of department,” “reached out to Greek standards and they didn’t do anything,” “chose to work in a difference department,” “I curtailed my class participation,” “griped about it on Facebook,” “I moved away,” “left a poor course review,” “contacted my doctors and attorney,” and “talked to my therapist about it.”

Table 28. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Actions in response to conduct | <i>n</i> | % of respondents who experienced conduct |
|---|-----------------|---|
| I told a friend | 142 | 44.8 |
| I did not do anything | 124 | 39.1 |
| I avoided the person/venue | 122 | 38.5 |
| I told a family member | 108 | 34.1 |
| I contacted a UTC resource | 60 | 18.9 |
| <i>Faculty member</i> | 32 | 53.3 |
| <i>Dean of Students Office</i> | 16 | 26.7 |
| <i>Counseling and Personal Development Center</i> | 15 | 25.0 |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | 13 | 21.7 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 10 | 16.7 |
| <i>UTC Police Department</i> | 10 | 16.7 |
| <i>Women's Center</i> | 10 | 16.7 |
| <i>Title IX Coordinator</i> | 9 | 15.0 |
| <i>Supervisor</i> | 7 | 11.7 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 6 | 10.0 |
| <i>Office of Equity and Diversity</i> | < 5 | --- |
| <i>Office of Multicultural Affairs</i> | < 5 | --- |
| <i>Clergy Act Compliance Officer</i> | < 5 | --- |
| <i>Human Resources</i> | < 5 | --- |
| <i>Student Health Services</i> | < 5 | --- |
| <i>Athletics</i> | < 5 | --- |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | < 5 | --- |
| I confronted the person(s) at the time | 41 | 12.9 |
| I did not know who to go to | 37 | 11.7 |
| I confronted the person(s) later | 27 | 8.5 |
| I sought information online | 17 | 5.4 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam) | 10 | 3.2 |
| I contacted a local law enforcement official | 9 | 2.8 |
| I sought support from off-campus hot-line/advocacy services | 7 | 2.2 |
| A response not listed above | 41 | 12.9 |

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 317). Percentages do not sum to 100% as a result of multiple response choices.

Table 29 illustrates that 86% ($n = 266$) of Student respondents did not report the incident and that 14% ($n = 44$) of Student respondents did report the incident. Of the respondents who reported the incident, 21% ($n = 9$) felt satisfied with the outcome and 36% ($n = 16$) felt the incident did not receive an appropriate response.

Table 29. Respondents’ Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Reporting the conduct | <i>n</i> | % of respondents who experienced conduct |
|---|-----------------|---|
| No, I didn’t report it. | 266 | 85.8 |
| Yes, I reported it (e.g., bias incident report, UTC System Ethics and Compliance Hotline) | 44 | 14.2 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 9 | 20.5 |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i> | 11 | 25.0 |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i> | 16 | 36.4 |

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 317$). Percentages do not sum to 100% as a result of multiple response choices.

A total of 107 Student respondents, including 94 Undergraduate Student respondents and 13 Graduate/Professional Student respondents elaborated on experiences with exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed.). Four themes emerged, 1) experiences with staff and administrators, 2) experiences with faculty, 3) experiences with other students, and 4) discriminatory acts.

All Student Respondents

Experiences with Staff and Administrators. Student respondents described experiences where staff and administrators were the source of the conduct. Some Student respondents described specific incidents, as the following Graduate/Professional Student respondent wrote, “While working in the [office omitted], an administrator claimed I was unprofessional, while I did everything they asked of me. They used profanity in front of students, yet they called me

unprofessional.” Another Undergraduate Student respondent wrote, “When the RA came in, she assumed that I didn't go to school at UTC. We were asked why we were there and when we were going ‘back to where we came from,’ when in fact we lived down the hall.” Additionally, one Undergraduate Student respondent described, “Once in the bursars office, I went to pay off my...bill in cash. I do it in cash because I earn no scholarships, nor do I live in a poor enough household to receive any money from the government, and in turn I must work my butt off at a barely above minimum wage job. The very rude and impolite woman at the bursars office proceeded to make fun of me for paying for my bill (essentially her paycheck) in cash saying, ‘You paying all this in cash? HAHA you must not be smart enough for a scholarship are you? Man that must suck to pay so much money. It sucks you can't get any money from the government either.’”

Several Student respondents specifically pointed out the Dean of Students Office, and in particular incidents involving the office and Greek Life. One Undergraduate Student respondent described the incident as “This has been the most unfair I have ever been treated on this campus. There has been no due process, no attempt by UTC to help or understand. Just attack after attack. This has gotten so old and I am disappointed by UTC. I would have been a proud and donating alumni, but now after dealing with the DOS, I will never give back to UTC.” Another Undergraduate Student respondent wrote, “I have been disappointed with the growing opposition from the Dean of Student's Office for the overall health and growth of the Greek Community. Over the past 4 years, I have watched a steady decline in the support offered by the school in regards to Greek Life. I will be surprised if there is a Greek Life presence on this campus in the next 10 years unless serious changes are made.” Other Undergraduate Student respondents wrote, “Nationals agreed with the brothers of the chapter that the brother was not a liable resource, but the dean of students disregarded everything and still punished us even though no reports of hazing or anything was found,” and “As a member of the Greek system here at UTC, myself and many of my fellow Greek members have experienced mistreatment. The DOS does not care for the interests of anyone involved in the Greek community and it hinders growth of chapters and the well being of the ones already established.”

All Student Respondents

Experiences with Faculty. Student respondents also described incidents involving faculty members as the source of the conduct. The basis for the conduct varied. One Undergraduate Student respondent described an incident where politics was the basis for the behavior. “A professor that I have a good relationship with made their political beliefs exceptionally clear the day after the presidential election...I did not vote for their candidate of choice and my professor insinuated that anyone who did not vote the way he/she did would lose opportunities for credit/help/references.” Another Graduate/Professional Student respondent wrote how their interactions with their chair impacted their experience. “With little contact with my chair over the summer upon my return to campus in the spring, I was berated and humiliated about what work I had completed. The crass comments from my chair brought me to tears while shamed me greatly. This, however, was not the end of this since as the semester progressed it got worse and was even more intense. I questioned why I was in the Master's program and even my career aspirations. However, because of the high platform that my chair has in the department and is beloved by other students, I did not think I had anywhere to turn. I was also afraid of reporting because I did not want my future career to be ruined by choice words from my chair. When I didn't think I could take anymore I finally spoke to someone about the situation and found out that almost having a nervous breakdown during my thesis was NOT normal.”

Student respondents also elaborated on demeaning behavior by faculty members. One Undergraduate Student respondent described, “[Name omitted] would tell the students how stupid they were after we failed his test. I would go to him for help and he would tell me that I'm not studying enough and that I just didn't try and learn the material. I put more hours into that class than all my other classes in my college career combined.” Another Undergraduate Student respondent explained, “Professor isolated me in class for answering a question incorrectly. She proceeded to call me stupid for not knowing such a ‘simple’ answer.” Student respondents also explained how their complaints were not addressed, as illustrated by the following comments. “One of the Professors at this University is sexist, biased, and shows favoritism towards certain students (males). It has been reported, I received an email stating someone who contact me concerning this. It has been over two weeks since it has been reported, and no one has contacted me in anyway. and the behavior by the professor has not gotten any better. It has in fact gotten

worse.” “After logging a complaint against a lab instructor I was put under a directive to not contact the lab instructor, or her supervisor. I was also instructed not to talk about anything not academically related and took that to mean I was not to talk about this incident.” One Graduate/Professional Student respondent stated, “when you report on a faculty member here at UTC you do nothing but side with the teacher. so why report them at all.”

All Student Respondents

Experiences with Other Students. Student respondents also described situations in which other students were the source of the exclusionary conduct. Some respondents described having roommates as the source of misconduct. As one Undergraduate Student respondent described, “This was an incident with my roommates, who were friends from high school, who ended up bullying me during the first part of the first semester. It affected my mental health, my grades, my school work performance, and how I performed on tests.” Other Student respondents described incidents in both online and in-person classrooms. One Graduate/Professional Student respondent described the online conduct. “It was online. One of the people that bullied me and that was guilty was uncivil to me online and in person. She is now gone. The other person remains a student in the doctorate program and as far as I know she was not held accountable. This still bothers me and I avoid contact with her, including online discussion boards.” Another Undergraduate Student respondent wrote, “A girl was trying to start a political debate in class and made me extremely uncomfortable with racist remarks directed at another ethnic group.” Finally, Student respondents described how other students bullied or ignored them. One Undergraduate Student respondent wrote, “Sorority sisters I lived with started rumors about me and another roommate, removed our things, yelled and called names, removed common house items (ex. couch) so we could not utilize the items, boarded up storage area so we could not get to, etc.” Other Undergraduate Student respondents explained, “I dropped [organization omitted] because the girls were very cliquey and acted like they were better than me even though we were in the same sorority,” and “I was placed in a group with 4 other individuals who did not identify with me racially. Basically, my opinions and inputs were ignored even when I was right. My words went unheard the whole semester.”

All Student Respondents

Discriminatory Acts. Student respondents described how they believed some exclusionary acts were based on the source's personal bias or stereotype. Student respondents described behavior that they believed to be based on race and racism, as illustrated by the following Undergraduate Student respondent. "Last semester, I was enrolled in two classes that required labs and I was the only black student in both of my labs. I arrived to class early everyday and sat at the same lab table. Everyday the seat beside me would be the very last seat anyone chose, and mainly because it was the only one left available. Sometimes students would sit three to a table just to avoid sitting with me, and I was always the student who didn't have a partner when it was time to do experiments." Another Undergraduate Student respondent described, "There is a strong presence of racism not only around UTC but this city period." However, it should be noted that Student respondents also described feeling that others discriminated against them for being part of the majority population, as illustrated by the following respondent, who wrote, "I feel as if there is a great need for inclusion at UTC for all ethnicities/genders except for being a white straight male. Also for being politically conservative leaning I have been targeted as stereotype of racism and privilege which is far from the fact. I see more and more help for women and minority's but being a white straight male I get no help, no offer of sanctuary and more so then others I am placed in a stereotype of white privilege and told how entitled I am as a person." Another Undergraduate Student respondent stated, "To be very straight forward, I was told I got my job because I was a white male." Overall, Student respondents felt that UTC "does not put any effort into making everyone feel welcomed."

^{xi}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their age by age: $\chi^2(6, N = 313) = 34.4, p < .001$.

^{xii}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(2, N = 3,184) = 10.9, p < .01$.

^{xiii}A chi-square test was conducted to compare percentages of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(1, N = 3,196) = 4.3, p < .05$.

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Student respondents’ observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Fourteen percent ($n = 442$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UTC⁴⁵ within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on political views (40%, $n = 175$), ethnicity (26%, $n = 113$), gender/gender identity (21%, $n = 93$), and racial identity (19%, $n = 84$). Thirteen percent ($n = 59$) of Student respondents indicated that they did not know the basis (Table 30).

Table 30. Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Characteristic | <i>n</i> | % of respondents who observed conduct |
|--------------------------------------|-----------------|--|
| Political views | 175 | 39.6 |
| Ethnicity | 113 | 25.6 |
| Gender/gender identity | 93 | 21.0 |
| Racial identity | 84 | 19.0 |
| Religious/spiritual views | 68 | 15.4 |
| Gender expression | 63 | 14.3 |
| Sexual identity | 63 | 14.3 |
| Immigrant/citizen status | 55 | 12.4 |
| Academic Performance | 41 | 9.3 |
| Learning disability/condition | 34 | 7.7 |
| Philosophical views | 34 | 7.7 |
| Physical characteristics | 32 | 7.2 |
| Age | 30 | 6.8 |
| English language proficiency/accent | 30 | 6.8 |
| International status/national origin | 29 | 6.6 |
| Socioeconomic status | 28 | 6.3 |

⁴⁵This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UTC.”

Table 30. Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Characteristic | <i>n</i> | % of respondents who observed conduct |
|---|-----------------|--|
| Participation in an organization/team | 25 | 5.7 |
| Major field of study | 20 | 4.5 |
| Medical disability/condition | 17 | 3.8 |
| Physical disability/condition | 17 | 3.8 |
| Marital status (e.g., single, married, partnered) | 13 | 2.9 |
| Parental status (e.g., having children) | 7 | 1.6 |
| Pregnancy | 5 | 1.1 |
| Military/veteran status | < 5 | --- |
| Don't know | 59 | 13.3 |
| A reason not listed above | 35 | 7.9 |

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 442). Percentages do not sum to 100% as a result of multiple response choices.

Figures 41 and 42 separate by demographic categories (e.g., gender identity, racial identity, sexual identity, students' socioeconomic status, spiritual/religious status, and student status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant differences were noted in the percentages of Student respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by student status, gender identity, racial identity, Student respondents' income status, or military service. Significant differences were noted by sexual identity, disability status, age, first generation status, citizenship status, and spiritual/religious status.

A significantly higher percentage of Student respondents with Multiple Disabilities (24%, $n = 30$) and Student respondents with a Single Disability (19%, $n = 52$) than Student respondents with No Disability (13%, $n = 356$) observed exclusionary, intimidating, offensive, and/or hostile conduct.^{xiv} Also a higher percentage of LGBQ Student respondents (25%, $n = 59$) than Heterosexual Student Respondents (13%, $n = 360$) witnessed such conduct.^{xv}

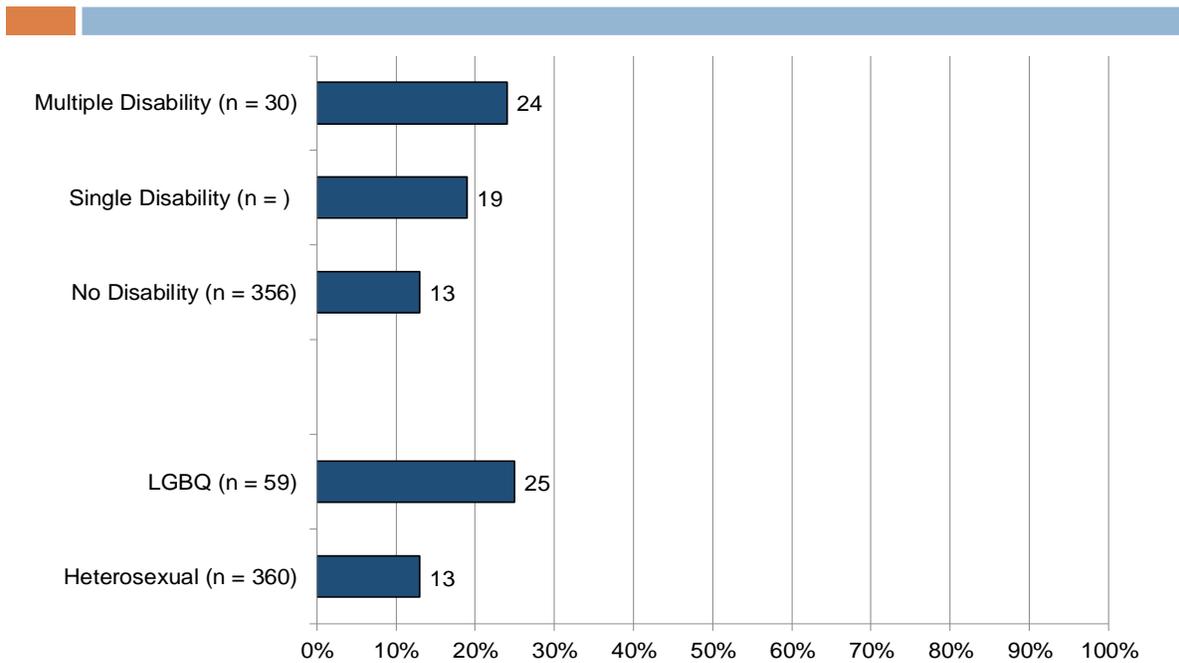


Figure 41. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status and Sexual Identity (%)

Almost twice as many Student respondents aged 20 to 21 years (18%, $n = 169$) and aged 22 to 24 (16%, $n = 98$) observed exclusionary, intimidating, offensive, and/or hostile conduct than Student respondents aged 25 to 34 years (9%, $n = 36$).^{xvi} Also a higher percentage of Not-First Generation Student respondents (15%, $n = 401$) than First-Generation Student Respondents (9%, $n = 41$) witnessed such conduct.^{xvii}

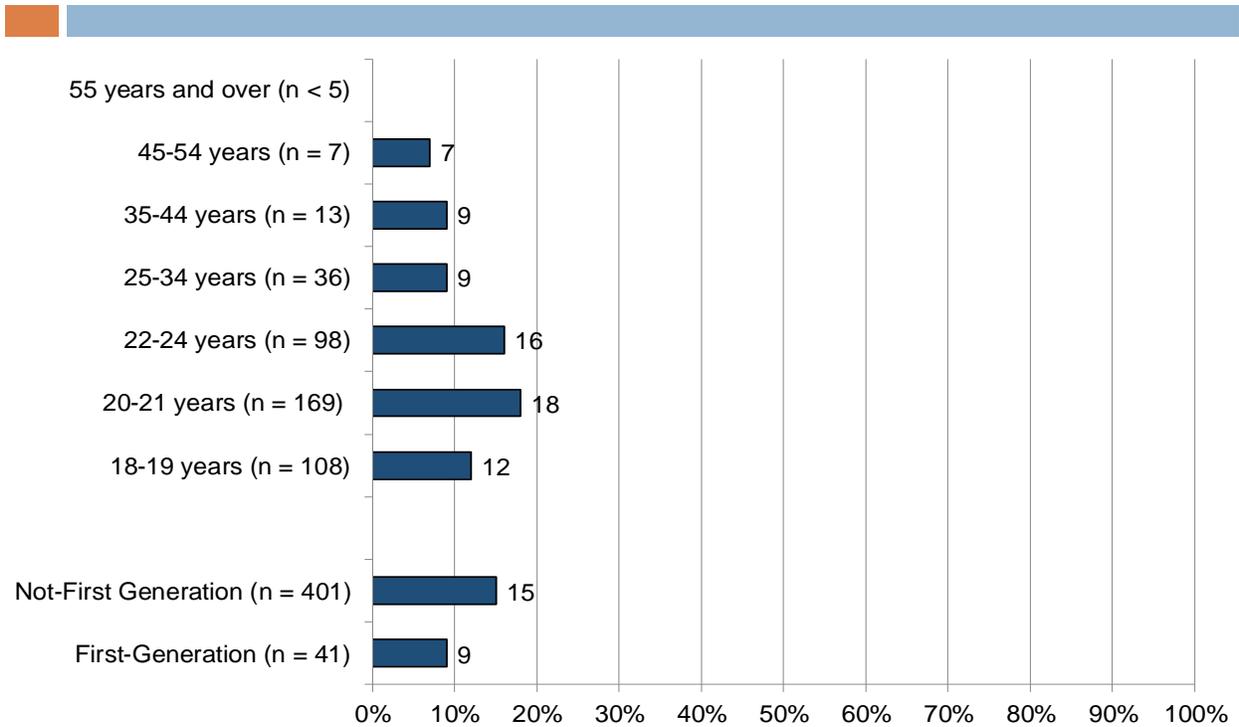


Figure 42. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Age and First-Generation Status (%)

A higher percentage of U.S. Citizen Student respondents (14%, $n = 426$) than Non-U.S. Citizen respondents (8%, $n = 15$) indicated that they had observed such conduct (Figure 43).^{xviii} In terms of religious/spiritual identity, a higher percentage of Student respondents with Multiple Religious/Spiritual Identities (23%, $n = 17$) than Student respondents with No Religious/Spiritual Identities (16%, $n = 117$), Christian Religious/Spiritual Identities (13%, $n = 295$), and Other Religious/Spiritual Identities (9%, $n = 6$) witnessed such conduct.^{xix}

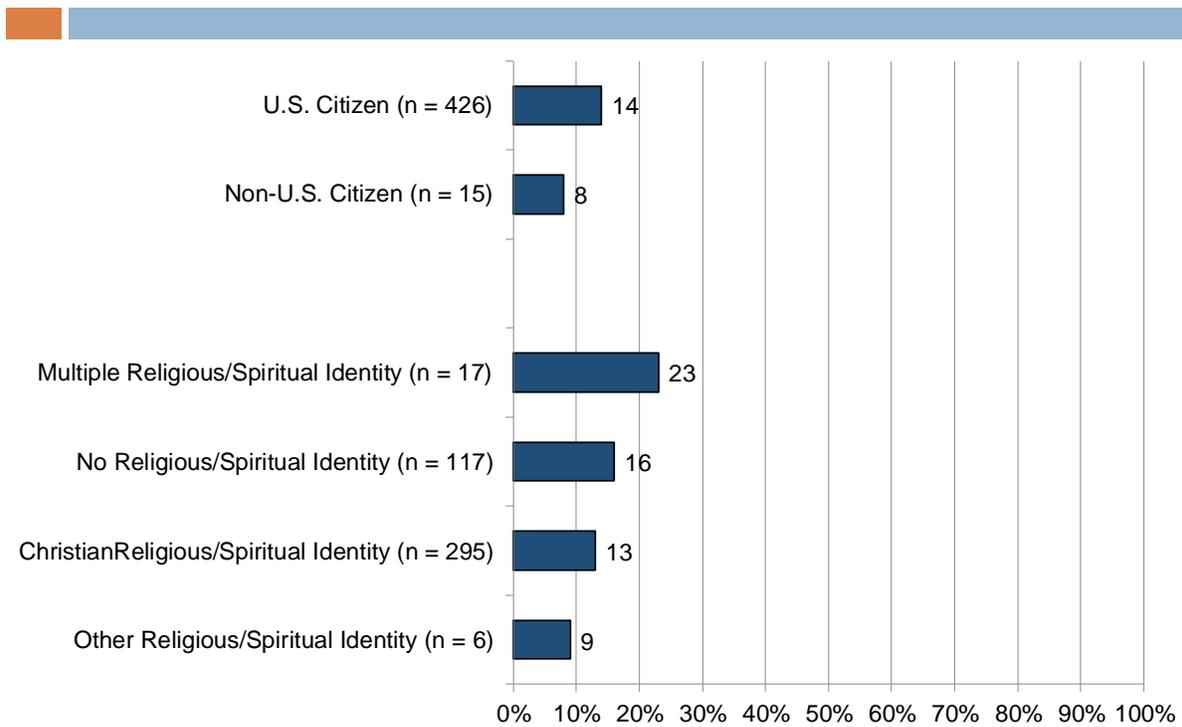


Figure 43. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Citizenship Status and Religious/Spiritual Identity (%)

Table 31 illustrates that Student respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (48%, $n = 213$), being ignored or excluded (34%, $n = 148$), and being isolated or left out (30%, $n = 134$).

Table 31. Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Form of conduct | <i>n</i> | % of respondents who observed conduct |
|--|-----------------|--|
| Derogatory verbal remarks | 213 | 48.2 |
| Person ignored or excluded | 148 | 33.5 |
| Person isolated or left out | 134 | 30.3 |
| Person intimidated/bullied | 115 | 26.0 |
| Racial/ethnic profiling | 88 | 19.9 |
| Person experiences a hostile classroom environment | 77 | 17.4 |
| Derogatory written comments | 74 | 16.7 |
| Graffiti/vandalism | 74 | 16.7 |
| Person being stared at | 72 | 16.3 |
| Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak) | 56 | 12.7 |
| Singled out as the spokesperson for their identity group | 54 | 12.2 |
| Derogatory phone calls/text messages/e-mail | 39 | 8.8 |
| Person received a low or unfair performance evaluation | 27 | 6.1 |
| Assumption that someone was admitted/hired/promoted based on his/her identity | 25 | 5.7 |
| Person received a poor grade | 22 | 5.0 |
| Threats of physical violence | 22 | 5.0 |
| Person experienced a hostile work environment | 21 | 4.8 |
| Person was stalked | 14 | 3.2 |
| Person was the target of workplace incivility | 13 | 2.9 |
| Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity | 11 | 2.5 |
| Person was unfairly evaluated in the promotion and tenure process | 11 | 2.5 |
| Derogatory phone calls | 8 | 1.8 |
| Physical violence | 8 | 1.8 |
| Something not listed above | 27 | 6.1 |

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 442$). Percentages do not sum to 100% as a result of multiple response choices.

Additionally, 34% ($n = 148$) of the Student respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at UTC (Table 32). Some Student respondents noted that the incidents occurred in a class/lab/clinical setting (24%, $n = 108$) and while walking on campus (20%, $n = 89$).

Table 32. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of respondents who observed conduct |
|---|-----------------|--|
| In other public spaces at UTC | 148 | 33.5 |
| In a class/lab/clinical setting | 108 | 24.4 |
| While walking on campus | 89 | 20.1 |
| On social media (Facebook/Twitter/ Yik-Yak) | 64 | 14.5 |
| At a UTC event/program | 50 | 11.3 |
| Off-campus | 39 | 8.8 |
| In a campus residence hall/apartment | 37 | 8.4 |
| On phone calls/text messages/e-mail | 30 | 6.8 |
| In the University Center/Student Center | 29 | 6.6 |
| In a faculty office | 28 | 6.3 |
| In a meeting with a group of people | 28 | 6.3 |
| In a UTC dining facility | 19 | 4.3 |
| In a UTC administrative office | 18 | 4.1 |
| In a UTC library | 17 | 3.8 |
| In a staff office | 14 | 3.2 |
| In a meeting with one other person | 13 | 2.9 |
| In a fraternity house | 12 | 2.7 |
| In a sorority house | 11 | 2.5 |
| While working at a UTC job | 11 | 2.5 |
| In off-campus housing | 10 | 2.3 |
| In athletic facilities | 7 | 1.6 |
| In an on-line learning environment | 6 | 1.4 |
| In a religious center | < 5 | --- |

Table 32. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of respondents who observed conduct |
|-----------------------------|-----------------|--|
| In Counseling Services | < 5 | --- |
| In the Health Center | < 5 | --- |
| On a campus shuttle | < 5 | --- |
| A location not listed above | 26 | 5.9 |

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 442$). Percentages do not sum to 100% as a result of multiple response choices.

Sixty-three percent ($n = 280$) of Student respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 33). Other Student respondents identified friends (22%, $n = 99$), strangers (14%, $n = 63$), and student organizations (14%, $n = 60$) as targets. “Other sources not listed” included, “anyone voicing conservative views,” “broad ethnic groups,” “certain political supporters,” “democrats,” “foreigners, Hispanics via Donald Trump,” “immigrant students,” “republicans,” “students of color,” and “workers in Cross Roads.”

Table 33. Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Target | <i>n</i> | % of respondents who observed conduct |
|---|-----------------|--|
| Student | 280 | 63.3 |
| Friend | 99 | 22.4 |
| Stranger | 63 | 14.3 |
| Student Organization | 60 | 13.6 |
| Faculty member/Other Instructional Staff | 20 | 4.5 |
| Co-worker/colleague | 14 | 3.2 |
| Staff member | 8 | 1.8 |
| Student staff | 8 | 1.8 |
| UTC media (e.g., posters, brochures, flyers, handouts, web sites) | 7 | 1.6 |
| UTC Police/Security | 7 | 1.6 |
| Academic/Scholarship/Fellowship Advisor | 6 | 1.4 |

Table 33. Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Target | <i>n</i> | % of respondents who observed conduct |
|---|-----------------|--|
| Athletic coach/trainer | < 5 | --- |
| Patient | < 5 | --- |
| Alumnus/a | < 5 | --- |
| Department/Program/Division Chair | < 5 | --- |
| Donor | < 5 | --- |
| Senior administrator (e.g., chancellor, vice chancellor, dean, provost) | < 5 | --- |
| Student Teaching Assistant/Student Lab Assistant/Student Tutor | < 5 | --- |
| Don't know target | 43 | 9.7 |
| A target not listed above | 35 | 7.9 |

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 442$). Percentages do not sum to 100% as a result of multiple response choices.

Of Student respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 56% ($n = 249$) noted that students were the sources of the conduct (Table 34). Student respondents identified additional sources as strangers (14%, $n = 62$), and faculty members/other instructional staff (13%, $n = 57$). “Other sources not listed” included, “administration,” “aggressive Trump supporters,” “chalk graffiti,” “crazy preaching people yelling at everyone,” “Dean,” “Greek life,” “homecoming events,” “Honors College,” “third party construction workers,” and “visitor to the University.”

Table 34. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Source | <i>n</i> | % of respondents who observed conduct |
|--|-----------------|--|
| Student | 249 | 56.3 |
| Stranger | 62 | 14.0 |
| Faculty member/Other Instructional Staff | 57 | 12.9 |
| Student Organization | 50 | 11.3 |
| On social media (e.g., Facebook, Twitter, Yik-Yak) | 33 | 7.5 |
| Staff member | 25 | 5.7 |

Table 34. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Source | <i>n</i> | % of respondents who observed conduct |
|---|-----------------|--|
| Friend | 24 | 5.4 |
| Department/Program/Division Chair | 22 | 5.0 |
| UTC media (e.g., posters, brochures, flyers, handouts, web sites) | 19 | 4.3 |
| Student staff | 16 | 3.6 |
| Academic/Scholarship/Fellowship Advisor | 14 | 3.2 |
| Senior administrator (e.g., chancellor, vice chancellor, dean, provost) | 13 | 2.9 |
| UTC Police/Security | 10 | 2.3 |
| Co-worker/colleague | 10 | 2.3 |
| Off campus community member | 10 | 2.3 |
| Athletic coach/trainer | 7 | 1.6 |
| Alumnus/a | 5 | 1.1 |
| Supervisor or manager | 5 | 1.1 |
| Donor | < 5 | --- |
| Student Teaching Assistant/Student Lab Assistant/Student Tutor | < 5 | --- |
| Direct Report (e.g., person who reports to me) | < 5 | --- |
| Patient | < 5 | --- |
| Don't know source | 43 | 9.7 |
| A source not listed above | 38 | 8.6 |

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 442$). Percentages do not sum to 100% as a result of multiple response choices.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 31% ($n = 136$) did not do anything, 29% ($n = 128$) told a friend, 16% each avoided the person/venue ($n = 69$) and told a family member ($n = 69$) (Table 35). Of the Student respondents (6%, $n = 26$) who contacted a UTC resource, 46% ($n = 12$) sought support from a faculty member and 42% ($n = 11$) sought support from Dean of Students Office.

Table 35. Student Respondents' Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Response to observed conduct | <i>n</i> | % of respondents who observed conduct |
|--|-----------------|--|
| I did not do anything | 136 | 30.8 |
| I told a friend | 128 | 29.0 |
| I avoided the person/venue | 69 | 15.6 |
| I told a family member | 69 | 15.6 |
| I confronted the person(s) at the time | 62 | 14.0 |
| I did not know who to go to | 57 | 12.9 |
| I confronted the person(s) later | 43 | 9.7 |
| I contacted a UTC resource | 26 | 5.9 |
| <i>Faculty member</i> | 12 | 46.2 |
| <i>Dean of Students Office</i> | 11 | 42.3 |
| <i>Office of Multicultural Affairs</i> | 8 | 30.8 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 6 | 23.1 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 5 | 19.2 |
| <i>UTC Police Department</i> | < 5 | --- |
| <i>Title IX Coordinator</i> | < 5 | --- |
| <i>Office of Equity and Diversity</i> | < 5 | --- |
| <i>Women's Center</i> | < 5 | --- |
| <i>Counseling and Personal Development Center</i> | < 5 | --- |
| <i>Human Resources</i> | < 5 | --- |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | < 5 | --- |
| <i>Supervisor</i> | < 5 | --- |
| <i>Clergy Act Compliance Officer</i> | < 5 | --- |
| <i>Student Health Services</i> | < 5 | --- |
| <i>Athletics</i> | < 5 | --- |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | < 5 | --- |
| I sought information online | 22 | 5.0 |
| I sought support from a member of the clergy or spiritual advisor | 8 | 1.8 |
| I sought support from off-campus hot-line/advocacy services | 6 | 1.4 |
| I contacted a local law enforcement official | < 5 | --- |
| A response not listed above | 74 | 16.7 |

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 442). Percentages do not sum to 100% as a result of multiple response choices.

Table 36 illustrates that 93% ($n = 398$) of Student respondents did not report the incident and that 7% ($n = 30$) of Student respondents did report the incident. Of the Student respondents who reported the incident, 27% ($n = 8$) were satisfied with the outcome, 17% ($n = 5$) felt that the complaint received an appropriate response, and 27% ($n = 8$) felt that the incident did not receive an appropriate response.

Table 36. Student Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Reporting the observed conduct | <i>n</i> | % of respondents who observed conduct |
|--|-----------------|--|
| No, I didn’t report it. | 398 | 93.0 |
| Yes, I reported it. | 30 | 7.0 |
| Yes, I reported the incident and was satisfied with the outcome. | 8 | 26.7 |
| Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately. | 5 | 16.7 |
| Yes, I reported the incident, but felt that it was not responded to appropriately. | 8 | 26.7 |

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 442$). Percentages do not sum to 100% as a result of multiple response choices.

A total of 135 Student respondents (15 Graduate/Professional Student and 120 Undergraduate Student respondents) elaborated on their observation of conduct directed towards a group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. The themes that emerged were 1) politically motivated bias, 2) observations in the classroom, 3) conduct based on race.

All Student Respondents

Political Motivated Bias. Student respondents reported observing incidents that were politically charged, particularly after the 2016 Presidential Election. One Undergraduate Student respondent reported, “It was the day after the presidential election last semester and a last minute gathering was organized as a vigil. The vigil turned into a protest which generated noise in heritage plaza. I was there on assignment for student media. As the protesters continued, there were passersby

who yelled things like, ‘build the wall!’ The protesters shouted back, ‘shut the fuck up!’ This happened multiple times during the protest.” Student respondents described other incidents such as “People had put messages in chalk like ‘build the wall’ and ‘get out’ all over campus around the time of Trump's nomination to be the Republican candidate,” and “Christians/Trump supporters appear to not like having Muslims or immigrants on campus.”

An incident often referred to as “The Chalking” was referenced by Student respondents. One Undergraduate Student respondent described the impact that the incident had on them. “Her behavior and the response of the SGA sparked national attention, but in the end, I found her behavior and defenses to be racist and not in alignment with our university's strategic goals.” Another Undergraduate Student respondent wrote, “The incident that I remember from last semester was the chalking that promoted Trump's ‘build that wall.’ I thought it was very offensive, because I do not agree with President Trump's immigration reform. For students who attend UTC that may be from other countries, I think this was especially troubling for them.” Another Undergraduate Student respondent explained, “This is offensive to the large immigrant population in the area and is a form of racial profiling. Statements like these create a divisive atmosphere and isolate certain members of the community.”

Student respondents also wanted to see the university address these political incidents. One Graduate/Professional Student respondent wrote, “The school shouldn't censor speech, but it would be nice if the school had an atmosphere that encouraged respect and did less to polarize attitudes (a consolation message offering counseling after the election and the campus meltdown over sidewalk chalk? really? I may not agree with their politics, but I respect their opinions).” Another Undergraduate Student respondent also stated, “I wish UTC would make sure that people voice their concern in the proper form. I do not enjoy walking through campus hearing a political group (or students with a strong political opinion) condemn other students with differing viewpoints.” Overall, Student respondents felt that the divisive political climate meant that “the campus community and officials itself should be more open and accepting to different points of view.”

All Student Respondents

Observations in the Classroom. Student respondents also described observations of exclusionary conduct in the classroom or within an academic department. The basis of this conduct varied. One Undergraduate Student respondent described an incident involving gender. “A young woman was pregnant and a professor told her that she could not leave class when she was sick/throwing up in the morning because ‘she should have kept her legs closed,’ and ‘actions have consequences.’ The girl even considered abortion or dropping out of school after this because she was so distraught with how she was treated by the professor.” Another Undergraduate Student respondent described an incident in the classroom involving religion. “A friend posted yesterday that she was unfairly singled out due to her religious beliefs in class. The professor began a discussion on Catholicism that was not portraying her religion in a good light, so my friend spoke up to clear up some misconceptions. The professor shot her down and said ‘that’s why no one likes you Catholics.’ My friend was so upset that she had to leave the classroom during a break and could not return. She had other friends that were also in the class who were very upset.” Other Student respondents commented more on their academic program rather than an experience in an individual class, as illustrated by the following Graduate/Professional Student respondent, who wrote, “I do not feel supported, welcome, or heard. I have witnessed a number of incidences from my classmates where this experience has almost broke them. They wanted to give up on this program and go back home. Our teachers do not build us up. I believe they tear us down. I have witnessed not only discrimination and bias toward students, but also to a faculty member on the staff. It has gotten out of hand. I have not really voiced my opinions until now because I don’t think any changes will really take shape, or we will be punished (grades) for coming forward or we will get a lecture...which is typical of this program.” Another Undergraduate Student respondent wrote about their observations of the culture within her college. “I feel that the [college omitted] and its students retaliate against those who report experiencing sexual assault or relationship misconduct within the [college omitted]. It makes it an unwelcoming environment where people do not feel safe or supported. Many people have given up their privileges in the [college omitted] to quit just because they have been so mistreated by their students. I don’t feel that [college omitted] admin take this issue seriously and it perpetuates the culture of silence.” Overall, Student respondents felt that these incidents created a “negative climate,” making it difficult for them to learn.

All Student Respondents

Racially Motivated Bias. Student respondents elaborated on observations of exclusionary behavior that they believed to be based on race and racism. Student respondents who referenced “The Chalking” incident also elaborated on the racial aspects of the behavior, as illustrated by the following Undergraduate Student respondent, who wrote, “During election time a student did not think about how chalking about Trump and saying build that wall would be offensive to minority students here on campus.” Other Student respondents wrote about observations of majority students being the target of racism. One Undergraduate Student respondent stated, “White men are being targeted by social justice warriors as being savage animals and being terrible. It’s getting annoying.” Another Undergraduate Student respondent wrote, “Racism is stupid, and I hate being labelled as a racist just because I don’t make special concessions for my fellow students based on the color of their skin. They don’t have the right to pull the race card all the time when that is only creating a further divide.” Other Student respondents pointed out exclusionary conduct on underrepresented groups. “There is definitely an exclusionary climate directed towards Muslim and Middle Eastern Students,” and “There seem to be quite a few individuals from Nigeria and India and I occasionally hear someone make a derogatory remark towards them.” Finally, as one Undergraduate Student respondent wrote, “As much as UTC states that the university values diversity there is still very much hate and discrimination against people of color and people of different religions (specifically Muslim). There needs to be open conversation about diversity on our campus and how we should address it and how to empower people of color and all different faiths.”

^{xiv}A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(2, N = 3,222) = 20.3, p < .001$.

^{xv}A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 3,118) = 28.9, p < .001$.

^{xvi}A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by age: $\chi^2(8, N = 3,188) = 34.9, p < .001$.

^{xvii}A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by first-generation status: $\chi^2(1, N = 3,241) = 12.7, p < .001$.

^{xviii}A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by citizenship status: $\chi^2(1, N = 3,239) = 5.4, p < .05$.

^{xix}A chi-square test was conducted to compare percentages of Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual status: $\chi^2(3, N = 3,209) = 13.0, p < .01$.

Unwanted Sexual Experiences

Eight percent ($n = 248$) of Student respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% ($n = 25$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 1% ($n = 44$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 3% ($n = 103$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 2% ($n = 69$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape), and less than 1% ($n = 7$) experiencing sexual exploitation⁴⁶ (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) while a member of the UTC community (Figure 44).

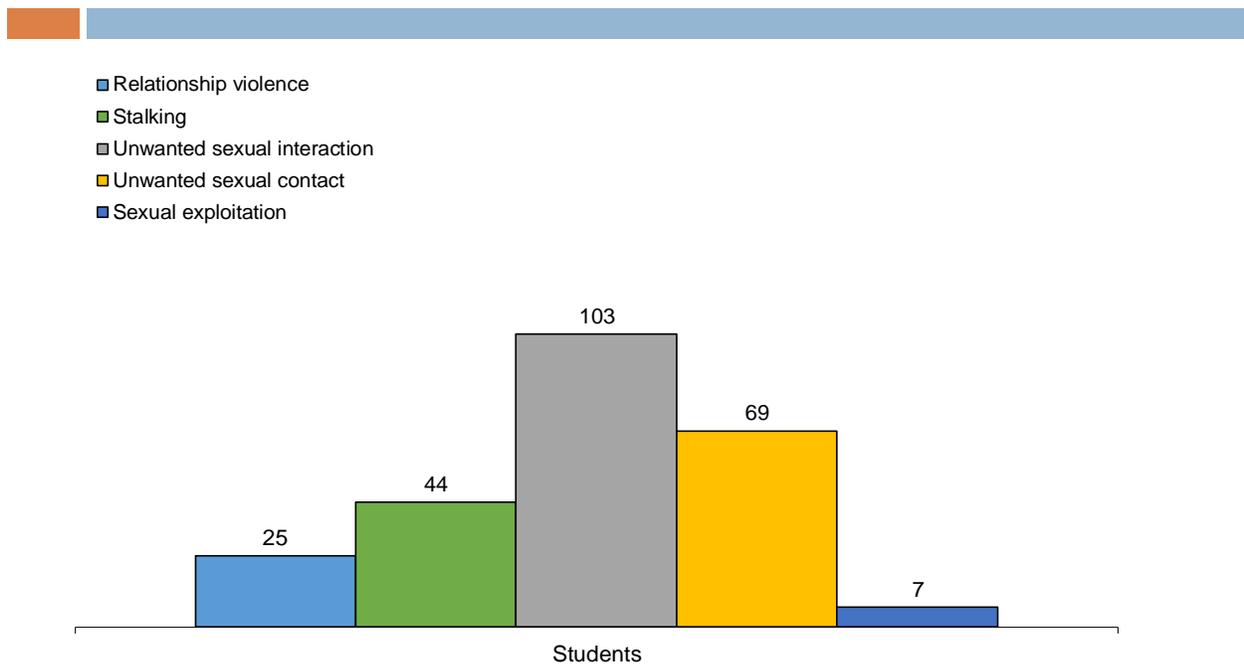


Figure 44. Student Respondents Experiences of Unwanted Sexual Contact/Conduct by Student Status (n)

⁴⁶Due to low response numbers, subsequent analyses were not conducted and no further findings are published in this report.

Relationship Violence

Subsequent analyses of the data were run and due to low response numbers in many of the categories the findings are not presented here. When there were enough numbers in the categories, those findings were not statically significant and as such not published here.

Student respondents⁴⁷ were asked if alcohol and/or drugs were involved in the relationship violence and 42% ($n = 10$) indicated “yes.”

Student respondents were also asked to share what year in their college career they experienced relationship violence. Of Undergraduate Student respondents who indicated that they experienced relationship violence, 48% ($n = 12$) noted that it occurred within their first year, 48% ($n = 12$) noted that it occurred in their second year, 24% ($n = 6$) noted that it occurred in their third year, and 20% ($n = 5$) noted that it occurred during their fourth year (Table 37).

Table 37. Year in Which Student Respondents Experienced Relationship Violence

| Year experience occurred | <i>n</i> | % |
|--|-----------------|----------|
| During my time as a graduate/professional student at UTC | < 5 | --- |
| Undergraduate first year | 12 | 48.0 |
| <i>Fall semester</i> | 8 | 75.0 |
| <i>Spring semester</i> | 8 | 75.0 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate second year | 12 | 48.0 |
| <i>Fall semester</i> | 10 | 83.3 |
| <i>Spring semester</i> | 6 | 50.0 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate third year | 6 | 24.0 |
| <i>Fall semester</i> | < 5 | --- |
| <i>Spring semester</i> | < 5 | --- |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate fourth year | 5 | 20.0 |
| <i>Fall semester</i> | 5 | 100.0 |
| <i>Spring semester</i> | < 5 | --- |
| <i>Summer semester</i> | < 5 | --- |
| After my fourth year as an undergraduate | < 5 | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 25$). Percentages do not sum to 100% as a result of multiple response choices.

⁴⁷Analysis of Undergraduate and Graduate/Professional Student responses was combined because the number of Graduate/Professional respondents was too low to maintain confidentiality.

Seventy-six percent ($n = 19$) of the Student respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partner as the perpetrators of the conduct. Respondents also identified other sources as UTC students (32%, $n = 8$) and acquaintances/friends (28%, $n = 7$).

Asked where the relationship violence incidents occurred, 60% ($n = 15$) of Student respondents indicated that they occurred off-campus and 64% ($n = 16$) indicated they occurred on campus. Student respondents who experienced relationship violence off campus indicated that the incidents occurred in places such as “on class trip,” “apartment,” and “hometown.” Respondents who experienced relationship violence on campus commented that the instances happened in “Boling Dorm,” “dorms,” and “parking garage.”

Asked how they felt in response to experiencing relationship violence, 68% ($n = 17$) of Student respondents felt angry, 64% each felt embarrassed ($n = 16$) and somehow responsible ($n = 16$), and 60% ($n = 15$) felt afraid (Table 38).

Table 38. Emotional Reaction to Relationship Violence

| Emotional reaction | <i>n</i> | % |
|-----------------------------|-----------------|----------|
| I felt angry. | 17 | 68.0 |
| I felt embarrassed. | 16 | 64.0 |
| I felt somehow responsible. | 16 | 64.0 |
| I felt afraid. | 15 | 60.0 |
| I ignored it. | 9 | 36.0 |
| A feeling not listed above | < 5 | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 25$).

In response to experiencing relationship violence, five respondents (20%) contacted a UTC resource (Table 39). Most respondents told a friend (68%, $n = 17$), confronted the person(s) later (44%, $n = 11$), avoided the person/venue (40%, $n = 10$), did not do anything (36%, $n = 9$), and confronted the person(s) at the time (36%, $n = 9$).

Table 39. Actions in Response to Relationship Violence

| Action | <i>n</i> | % |
|--|-----------------|----------|
| I told a friend. | 17 | 68.0 |
| I confronted the person(s) later. | 11 | 44.0 |
| I avoided the person/venue. | 10 | 40.0 |
| I did not do anything. | 9 | 36.0 |
| I confronted the person(s) at the time. | 9 | 36.0 |
| I sought information online. | 8 | 32.0 |
| I told a family member | 8 | 32.0 |
| I contacted a UTC resource. | 5 | 20.0 |
| <i>Title IX Coordinator</i> | < 5 | --- |
| <i>Dean of Students Office</i> | < 5 | --- |
| <i>Faculty member</i> | < 5 | --- |
| <i>Counseling and Personal Development Center</i> | < 5 | --- |
| <i>UTC Police Department</i> | < 5 | --- |
| <i>Clery Act Compliance Officer</i> | < 5 | --- |
| <i>Women's Center</i> | < 5 | --- |
| <i>Supervisor</i> | < 5 | --- |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | < 5 | --- |
| <i>Office of Equity and Diversity</i> | < 5 | --- |
| <i>Human Resources</i> | < 5 | --- |
| <i>Office of Multicultural Affairs</i> | < 5 | --- |
| <i>Student Health Services</i> | < 5 | --- |
| <i>Athletics</i> | < 5 | --- |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | < 5 | --- |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | < 5 | --- |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | < 5 | --- |
| I didn't know who to go to. | < 5 | --- |
| I contacted a local law enforcement official. | < 5 | --- |
| I sought support from off-campus hot-line/advocacy services. | < 5 | --- |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | < 5 | --- |
| A response not listed above | < 5 | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence (*n* = 25). Percentages may not sum to 100% as a result of multiple response choices.

Seventy-two percent ($n = 18$) of respondents did not report the relationship violence and 28% ($n = 7$) reported the incident (Table 40).

Table 40. Respondents’ Reporting Relationship Violence

| Reporting the relationship violence | <i>n</i> | % of respondents who experienced conduct |
|--|---------------|--|
| No, I didn’t report it. | 18 | 72.0 |
| Yes, I reported the incident (e.g., bias incident report, Title IX) | 7 | 28.0 |
| <i>Yes, I reported the incident and was satisfied with the outcome</i> | <i>< 5</i> | <i>---</i> |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i> | <i>< 5</i> | <i>---</i> |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately</i> | <i>0</i> | <i>0.0</i> |

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 25$).
 Note: Percentages may not sum to 100% as a result of multiple response choices.

A total of 15 Student respondents elaborated on why they did not report the relationship violence. Some Student respondents felt that “nothing could be done” and therefore wanted to “save [themselves] the embarrassment of going public about it and then being blamed or told [they were] lying.” Other Student respondents felt that “it would only make the situation worse.”

No Student respondents elaborated on why they did report the relationship violence.

Stalking

Subsequent analyses of the data suggested that Student respondents⁴⁸ with At Least One Disability (3%, $n = 10$) were significantly more likely to experience stalking (e.g., following me, on social media, texting, phone calls) than were Student respondents with No Disability (1%, $n = 34$).^{xx}

Student respondents were also asked to share what year in their college career they experienced stalking. Of Undergraduate Student respondents who indicated that they experienced stalking, 46% ($n = 20$) noted that it occurred within their first year, 34% ($n = 15$) noted that it occurred in their second year, 11% ($n = 5$) noted that it occurred in their third year, and 16% ($n = 7$) indicated that it occurred during their fourth year (Table 41).

Table 41. Year in Which Student Respondents Experienced Stalking

| Year experience occurred | <i>n</i> | % |
|---|-----------------|----------|
| During my time as a graduate/ professional student at UTC | < 5 | --- |
| Undergraduate first year | 20 | 45.5 |
| <i>Fall semester</i> | 17 | 85.0 |
| <i>Spring semester</i> | 11 | 55.0 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate second year | 15 | 34.1 |
| <i>Fall semester</i> | 8 | 53.3 |
| <i>Spring semester</i> | 9 | 60.0 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate third year | 5 | 11.4 |
| <i>Fall semester</i> | < 5 | --- |
| <i>Spring semester</i> | < 5 | --- |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate fourth year | 7 | 15.9 |
| <i>Fall semester</i> | 6 | 85.7 |
| <i>Spring semester</i> | 5 | 71.4 |
| <i>Summer semester</i> | < 5 | --- |
| After my fourth year as an undergraduate | < 5 | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 44$). Percentages do not sum to 100% as a result of multiple response choices.

More than half (52%, $n = 23$) of the Student respondents who indicated on the survey that they experienced stalking identified a UTC student as the perpetrators of the conduct. Student

⁴⁸Analysis of Undergraduate and Graduate/Professional responses were combined because the number of Graduate/Professional respondents ($n < 5$) was too low to maintain confidentiality.

respondents also identified other sources as current or former dating/intimate partners (25%, $n = 11$), and acquaintances/friends (21%, $n = 9$).

Asked where the stalking incidents occurred, 57% ($n = 25$) of Student respondents indicated that they occurred off campus and 61% ($n = 27$) indicated they occurred on campus. Student respondents who experienced stalking off campus indicated that the incidents occurred in places such as “my apartment,” “at my home,” “county and city limits,” “downtown Chattanooga,” “fraternity house,” “Hamilton Place mall.” Student respondents who experienced stalking on campus commented that the instances happened in “dorm,” “apartment,” “outside of classrooms,” “parking lot,” and “texting.”

Asked how they felt in response to experiencing stalking, 55% ($n = 24$) of Student respondents felt afraid, 46% ($n = 20$) felt angry, and 39% ($n = 17$) felt embarrassed (Table 42).

Table 42. Emotional Reaction to Stalking

| Emotional reaction | <i>n</i> | % |
|-----------------------------|-----------------|----------|
| I felt afraid. | 24 | 54.5 |
| I felt angry. | 20 | 45.5 |
| I felt embarrassed. | 17 | 38.6 |
| I felt somehow responsible. | 14 | 31.8 |
| I ignored it. | 14 | 31.8 |
| A feeling not listed above | 6 | 13.6 |

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 44$).

In response to experiencing stalking, 12 Student respondents (27%) contacted a UTC resource (Table 43). Most Student respondents avoided the person/venue (71%, $n = 31$), told a friend (68%, $n = 30$), and told a family member (52%, $n = 23$).

Table 43. Actions in Response to Stalking

| Action | <i>n</i> | % |
|---|-----------------|----------|
| I avoided the person/venue. | 31 | 70.5 |
| I told a friend | 30 | 68.2 |
| I told a family member | 23 | 52.3 |
| I confronted the person(s) at the time. | 12 | 27.3 |
| I contacted a UTC resource. | 12 | 27.3 |
| I contacted a local law enforcement official. | 9 | 20.5 |
| I sought information online. | 7 | 15.9 |
| I did not do anything. | 6 | 13.6 |
| I confronted the person(s) later. | 6 | 13.6 |
| I didn't know who to go to. | 6 | 13.6 |
| I sought support from off-campus hot-line/advocacy services. | < 5 | --- |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam) | < 5 | --- |
| A response not listed above | 8 | 18.2 |

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 44$). Percentages may not sum to 100% as a result of multiple response choices.

Seventy-four percent ($n = 32$) of Student respondents did not report the stalking and 26% ($n = 11$) reported the incident (Table 44).

Table 44. Student Respondents' Reporting Stalking

| Reporting the stalking | <i>n</i> | % of respondents who experienced conduct |
|--|-----------------|---|
| No, I didn't report it. | 32 | 74.4 |
| Yes, I reported the incident (e.g., bias incident report, Title IX) | 11 | 25.6 |
| <i>Yes, I reported the incident and was satisfied with the outcome</i> | < 5 | --- |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i> | 5 | 45.4 |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately</i> | < 5 | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 44$). Percentages may not sum to 100% as a result of multiple response choices.

Twenty-six Student respondents shared why they did not report stalking to a campus official or staff member. The two themes that emerged were 1) feeling that the situation was not serious and 2) feeling that they can handle it on their own.

All Student Respondents

Not a Serious Situation. One theme that emerged when describing why they did not report the stalking was that they “did not see it as serious.” One Student respondent stated, “It stopped after a few days.” Another respondent wrote, “I did not feel threatened - just annoyed and inconvenienced.” Finally, one Student respondent described, “He did not seem dangerous, and I thought it would be too much trouble for everyone involved.”

All Student Respondents

Could Handle the Situation. Student respondents also elaborated on how they felt that they could handle the stalking situation on their own. As one Student respondent described, “I felt I could handle the situation myself without making a big deal out of it.” Another Student respondent explained why they handled it on their own and wrote, “It did not get far enough out of control to ask for professional help.” Other Student respondents explained how they “changed their number” and “confronted the issue with threats.”

Fewer than 5 Student respondents elaborated on why they did report stalking but felt that it was not responded to appropriately. Responses ranged from being told that it was “boys ‘just joking around,’” and feeling that nothing was done about the situation.

Unwanted Sexual Interaction

Analyses of the data suggested that Women Student respondents⁴⁹ (5%, $n = 95$) were significantly more likely to have experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) than were Men Student respondents (1%, $n = 5$) (Figure 45).^{xxi} LGBTQ Student respondents (9%, $n = 21$) were significantly more likely to have experienced unwanted sexual interaction than were Heterosexual Student respondents (3%, $n = 78$).^{xxii} Higher percentages of respondents with Multiple Disabilities (9%, $n = 11$) and respondents with a Single Disability (6%, $n = 17$) than respondents with No Disability (3%, $n = 74$) experienced unwanted sexual interaction.^{xxiii} Multiracial Student respondents (6%, $n = 11$) were significantly more likely than Student Respondents of Color (2%, $n = 8$) to have experienced unwanted sexual interaction.^{xxiv}

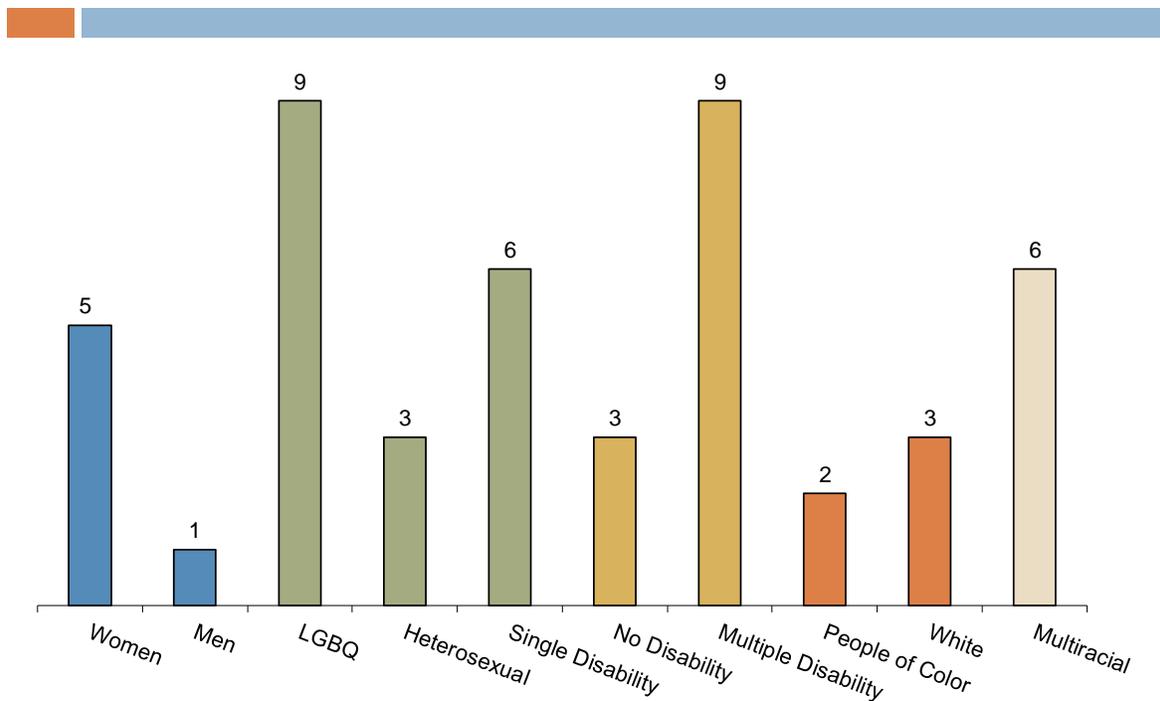


Figure 45. Student Respondents' Experiences of Unwanted Sexual Interaction While at UTC by Gender Identity, Sexual Identity, Disability Status, and Racial Identity (%)

⁴⁹Analysis of Undergraduate and Graduate/Professional responses were combined because the number of Graduate/Professional respondents ($n < 5$) was too low to maintain confidentiality.

Student respondents⁵⁰ were asked if alcohol and/or drugs were involved in the unwanted sexual interaction and 22% ($n = 22$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 59% ($n = 13$) reported it was alcohol only.

Student respondents were also asked to share what year in their college career they experienced the unwanted sexual interaction. Of Undergraduate Student respondents who indicated that they experienced sexual interaction, 67% ($n = 69$) noted that it occurred within their first year, 47% ($n = 48$) noted that it occurred in their second year, 25% ($n = 26$) noted that it occurred in their third year, and 18% ($n = 19$) noted that it occurred during their fourth year (Table 45).

Table 45. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

| Year experience occurred | <i>n</i> | % |
|---|----------|------|
| During my time as a graduate/ professional student at UTC | < 5 | --- |
| Undergraduate first year | 69 | 67.0 |
| <i>Fall semester</i> | 54 | 78.3 |
| <i>Spring semester</i> | 40 | 58.0 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate second year | 48 | 46.6 |
| <i>Fall semester</i> | 31 | 64.6 |
| <i>Spring semester</i> | 30 | 62.5 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate third year | 26 | 25.2 |
| <i>Fall semester</i> | 20 | 76.9 |
| <i>Spring semester</i> | 15 | 57.7 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate fourth year | 19 | 18.4 |
| <i>Fall semester</i> | 15 | 78.9 |
| <i>Spring semester</i> | 13 | 68.4 |
| <i>Summer semester</i> | < 5 | --- |
| After my fourth year as an undergraduate | 6 | 5.8 |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 103$). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-nine percent ($n = 61$) of the Student respondents who indicated on the survey that they experienced unwanted sexual interaction identified a UTC student as the perpetrators of the conduct. Student respondents also identified other sources as strangers (50%, $n = 51$) and acquaintances/friends (22%, $n = 23$).

⁵⁰Analysis of Undergraduate and Graduate/Professional responses were combined because the number of Graduate/Professional respondents ($n < 5$) was too low to maintain confidentiality.

Asked where the unwanted sexual interaction incidents occurred, 41% ($n = 42$) of Student respondents indicated that they occurred off campus and 73% ($n = 75$) indicated they occurred on campus. Student respondents who experienced unwanted sexual interaction off-campus indicated that the incidents occurred in places such as “at a party,” “at my job,” “downtown,” “frat house,” “highland park,” “hotel downtown,” “apartment,” “social events off campus,” and “walking around downtown.” Student respondents who experienced unwanted sexual interaction on campus commented that the instances happened in “at the ARC,” “Boling Apartments,” “Cardiac Hill,” “Chamberlain field,” “dorm,” “Lockmillers dorms,” “on the street,” “University Center,” and “walking” to various locations.

Asked how they felt in response to experiencing the unwanted sexual interaction, 56% ($n = 58$) of Student respondents felt angry, 45% ($n = 46$) felt embarrassed, and 43% ($n = 44$) ignored it (Table 46).

Table 46. Emotional Reaction to Unwanted Sexual Interaction

| Emotional reaction | <i>n</i> | % |
|-----------------------------|-----------------|----------|
| I felt angry. | 58 | 56.3 |
| I felt embarrassed. | 46 | 44.7 |
| I ignored it. | 44 | 42.7 |
| I felt afraid. | 35 | 34.0 |
| I felt somehow responsible. | 21 | 20.4 |
| A feeling not listed above | 15 | 14.6 |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 103$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing the unwanted sexual interaction, nine Student respondents (9%) contacted a UTC resource (Table 47). Most Student respondents told a friend (55%, $n = 57$), avoided the person/venue (45%, $n = 46$), did not do anything (41%, $n = 42$), or confronted the person(s) at the time (26%, $n = 27$).

Table 47. Actions in Response to Unwanted Sexual Interaction

| Action | <i>n</i> | % |
|---|-----------------|----------|
| I told a friend | 57 | 55.3 |
| I avoided the person/venue. | 46 | 44.7 |
| I did not do anything. | 42 | 40.8 |
| I confronted the person(s) at the time. | 27 | 26.2 |
| I told a family member | 16 | 15.5 |
| I contacted a UTC resource. | 9 | 8.7 |
| <i>Title IX Coordinator</i> | < 5 | --- |
| <i>Women's Center</i> | < 5 | --- |
| <i>Dean of Students Office</i> | < 5 | --- |
| <i>Faculty member</i> | < 5 | --- |
| <i>UTC Police Department</i> | < 5 | --- |
| <i>Counseling and Personal Development Center</i> | < 5 | --- |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | < 5 | --- |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | < 5 | --- |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | < 5 | --- |
| <i>Clergy Act Compliance Officer</i> | < 5 | --- |
| <i>Office of Equity and Diversity</i> | < 5 | --- |
| <i>Human Resources</i> | < 5 | --- |
| <i>Office of Multicultural Affairs</i> | < 5 | --- |
| <i>Student Health Services</i> | < 5 | --- |
| <i>Athletics</i> | < 5 | --- |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | < 5 | --- |
| <i>Supervisor</i> | < 5 | --- |
| I contacted a local law enforcement official. | 7 | 6.8 |
| I confronted the person(s) later. | 7 | 6.8 |
| I didn't know who to go to. | < 5 | --- |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam) | < 5 | --- |
| I sought information online. | < 5 | --- |
| I sought support from off-campus hot-line/advocacy services. | < 5 | --- |
| A response not listed above | 7 | 6.8 |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 103). Percentages may not sum to 100 as a result of multiple response choices.

Eighty-eight percent ($n = 90$) of Student respondents did not report the unwanted sexual interaction and 12% ($n = 12$) reported the incident(s) (Table 48).

Table 48. Student Respondents’ Reporting Unwanted Sexual Interaction

| Reporting the sexual interaction | <i>n</i> | % of respondents who experienced conduct |
|--|----------|--|
| No, I didn’t report it. | 90 | 88.2 |
| Yes, I reported the incident (e.g., bias incident report, Title IX) | 12 | 11.8 |
| <i>Yes, I reported the incident and was satisfied with the outcome</i> | 5 | 41.7 |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i> | < 5 | --- |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately</i> | 5 | 41.7 |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 103$). Percentages may not sum to 100% as a result of multiple response choices.

A total of 78 Student respondents elaborated on why they did not report the unwanted sexual interaction to a campus official or staff member. Three themes emerged, 1) the incident was not serious, 2) catcalling is common, and 3) feeling that nothing would be done.

All Student Respondents

The incident was not that serious. Student respondents reported that the incident “isn’t that big a deal” and it “didn’t feel like it was serious enough to report.” They indicated that reporting “didn’t seem necessary.” Student respondents also wrote about how they felt that “the incidents did not seem serious enough to warrant official help” and that they “did not feel physically threatened.” Student respondents explained how they “ignored it and handled it” themselves or that it was “just unwanted fondling, kissing, etc.”

All Student Respondents

Catcalling happens all the time. Student respondents reported that “catcalling happens all the time” and “didn’t think reporting it would make any difference.” One Student respondent explained how if other incidents are not handled appropriately, then catcalling would also not be addressed. “It was catcalling and it happened a few times but nothing went further and if women

are getting raped and law enforcement aren't doing anything why would catcalling have any legal actions.” Additionally, one respondent wrote, “there was nothing a campus official could do about it. There would be no way to find the guy that did it and even if found, nothing would have happened to him anyway. No one should have to experience being sexually objectified, but unfortunately it is something women have to put up with, so I just moved on with my life.” Overall, the respondents felt that nothing “would/could be done about it.”

All Student Respondents

Nothing would be done. Student respondents felt that nothing would be done if they reported the sexual interaction. One Student respondent reported, “I felt there was nothing that could be or would be done about the incidents.” Another Student respondent explained that reporting “wouldn't have changed anything once again.” Finally, one Student respondent elaborated, “UTC has repeatedly shown that it does not care about the students until there is proof and only after incidents have occurred and even then the consequences are minor for the perpetrator. It is not worth it because I fear UTC would not do enough and I would get stalking and hurt.”

Fewer than five Student respondents elaborated on why they did report the sexual interaction and why they felt it was not responded to appropriately. One Student respondent wrote, “I reported the incident [year omitted] and UTC decided that the guy who was sexually harassing multiple women was not in violation in title ix and did nothing to reprimand him, when if it had happened in the real world, he would have gone to jail for at least a night. The individual was stalking girls, made comments in class, and was disruptive to the academic environment. The UTC faculty allowed it to continue in class and I overall felt extremely unsafe.” Another respondent stated, “The situation has since been handled but at the time my complaint was dismissed as boys just ‘just joking around.’”

Unwanted Sexual Contact

Women Student respondents⁵¹ (3%, $n = 60$) were significantly more likely than were Men Student respondents (1, $n = 7$) to have experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) (Figure 46).^{xxv} LGBQ Student respondents (6%, $n = 14$) were significantly more likely than were Heterosexual Student respondents (2%, $n = 53$) to have experienced unwanted sexual contact.^{xxvi} Significantly higher percentages of Student respondents with Multiple Disabilities (6%, $n = 7$) and Student respondents with a Single Disability (4%, $n = 12$) than Student respondents with No Disability (2%, $n = 50$) experienced unwanted sexual contact.^{xxvii}

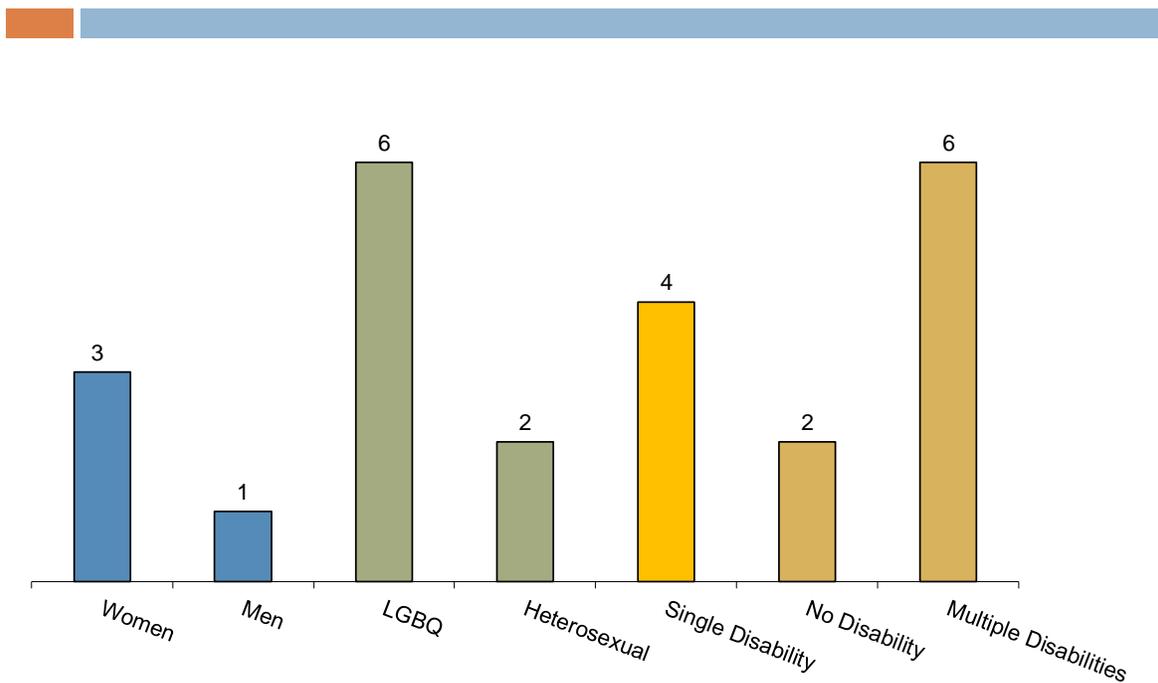


Figure 46. Student Respondents' Experiences of Unwanted Sexual Contact While at UTC by Gender Identity, Sexual Identity, and Disability Status (n)

⁵¹Analysis of Undergraduate and Graduate/Professional responses were combined because the number of Graduate/Professional respondents ($n < 5$) was too low to maintain confidentiality.

Student respondents⁵² were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 67% ($n = 46$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 65% ($n = 30$) reported it was alcohol only and 17% ($n = 8$) reported both alcohol and drugs.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced sexual contact, 65% ($n = 45$) noted that it occurred within their first year, 26% ($n = 18$) noted that it occurred in their second year, 15% ($n = 10$) noted that it occurred in their third year, and 10% ($n = 7$) noted that it occurred during their fourth year (Table 49).

Table 49. Year in Which Student Respondents Experienced Unwanted Sexual Contact

| Year experience occurred | <i>n</i> | % |
|---|-----------------|----------|
| During my time as a graduate/ professional student at UTC | < 5 | --- |
| Undergraduate first year | 45 | 65.2 |
| <i>Fall semester</i> | 30 | 66.7 |
| <i>Spring semester</i> | 15 | 33.3 |
| <i>Summer semester</i> | 5 | 11.1 |
| Undergraduate second year | 18 | 26.1 |
| <i>Fall semester</i> | 11 | 61.1 |
| <i>Spring semester</i> | 11 | 61.1 |
| <i>Summer semester</i> | 6 | 33.3 |
| Undergraduate third year | 10 | 14.5 |
| <i>Fall semester</i> | 5 | 50.0 |
| <i>Spring semester</i> | < 5 | --- |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate fourth year | 7 | 10.1 |
| <i>Fall semester</i> | < 5 | --- |
| <i>Spring semester</i> | < 5 | --- |
| <i>Summer semester</i> | < 5 | --- |
| <u>After my fourth year as an undergraduate</u> | < 5 | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices.

⁵²Analysis of Undergraduate and Graduate/Professional responses were combined because the number of Graduate/Professional respondents ($n < 5$) was too low to maintain confidentiality.

More than half (52%, $n = 36$) of the Student respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Student respondents also identified UTC students (33%, $n = 23$), strangers (19%, $n = 13$), and current or former dating/intimate partner (19%, $n = 13$).

Asked where the unwanted sexual contact incidents occurred, 58% ($n = 40$) of Student respondents indicated that they occurred off campus and 45% ($n = 31$) indicated they occurred on campus. Student respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “apartment,” “fraternity house/event,” “friend’s house,” “hotel downtown,” and “walking to campus.” Student respondents who experienced unwanted sexual contact on campus commented that the incidents happened in “Boling apartments,” “campus housing,” “dorm room,” “in his apartment,” “parking garage,” and “UCF.”

Asked how they felt in response to experiencing the unwanted sexual contact, 61% ($n = 42$) of Student respondents felt embarrassed, 59% ($n = 41$) felt angry, and 58% ($n = 40$) felt somehow responsible (Table 50).

Table 50. Emotional Reaction to Unwanted Sexual Contact

| Emotional reaction | <i>n</i> | % |
|-----------------------------|-----------------|----------|
| I felt embarrassed. | 42 | 60.9 |
| I felt angry. | 41 | 59.4 |
| I felt somehow responsible. | 40 | 58.0 |
| I felt afraid. | 28 | 40.6 |
| I ignored it. | 21 | 30.4 |
| A feeling not listed above | 8 | 11.6 |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 13 Student respondents (19%) contacted a UTC resource (Table 51). Most Student respondents avoided the person/venue (67%, $n = 46$), told a friend (65%, $n = 45$), and did not do anything (29%, $n = 20$).

Table 51. Actions in Response to Unwanted Sexual Contact

| Action | <i>n</i> | % |
|--|-----------------|----------|
| I avoided the person/venue. | 46 | 66.7 |
| I told a friend. | 45 | 65.2 |
| I did not do anything. | 20 | 29.0 |
| I confronted the person(s) later. | 17 | 24.6 |
| I contacted a UTC resource. | 13 | 18.8 |
| <i>Counseling and Personal Development Center</i> | 8 | 61.5 |
| <i>Women's Center</i> | 6 | 46.2 |
| <i>Title IX Coordinator</i> | 5 | 38.5 |
| <i>Dean of Students Office</i> | < 5 | --- |
| <i>Faculty member</i> | < 5 | --- |
| <i>UTC Police Department</i> | < 5 | --- |
| <i>Student Health Services</i> | < 5 | --- |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | < 5 | --- |
| <i>Supervisor</i> | < 5 | --- |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | < 5 | --- |
| <i>Clery Act Compliance Officer</i> | < 5 | --- |
| <i>Office of Equity and Diversity</i> | < 5 | --- |
| <i>Human Resources</i> | < 5 | --- |
| <i>Office of Multicultural Affairs</i> | < 5 | --- |
| <i>Athletics</i> | < 5 | --- |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | < 5 | --- |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | < 5 | --- |
| I told a family member. | 11 | 15.9 |
| I confronted the person(s) at the time. | 8 | 11.6 |
| I didn't know who to go to. | 8 | 11.6 |
| I sought information online. | 8 | 11.6 |
| I sought support from off-campus hot-line/advocacy services. | 6 | 8.7 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 6 | 8.7 |
| I contacted a local law enforcement official. | < 5 | --- |
| A response not listed above | < 5 | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple response choices.

Eighty-seven percent ($n = 60$) of Student respondents did not report the sexual contact and 13% ($n = 9$) reported the incident(s) (Table 52).

Table 52. Student Respondents’ Reporting Unwanted Sexual Contact

| Reporting the unwanted sexual contact | <i>n</i> | % of respondents who experienced conduct |
|--|---------------|--|
| No, I didn’t report it. | 60 | 87.0 |
| Yes, I reported the incident (e.g., bias incident report, Title IX) | 9 | 13.0 |
| <i>Yes, I reported the incident and was satisfied with the outcome</i> | <i>< 5</i> | --- |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i> | <i>< 5</i> | --- |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately</i> | <i>< 5</i> | --- |

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices.

A total of 53 Student respondents explained why they did not report the unwanted sexual contact to a campus official or staff member. Feelings of shame and feeling that nothing would be done were the predominant themes.

All Student Respondents

Feelings of Shame. Student respondents expressed feelings of shame, denial, and regret for the unwanted sexual contact. Student respondents made statements such as “I did not want to keep re-living it,” “I was in denial,” “I felt responsible,” “I felt like it was my fault, like I led him on so I was afraid to report it,” and “I was embarrassed.” Student respondents also explained how they “wanted to keep it private” and “I was scared to tell on the person.” As one Student respondent explained, “I felt, and still feel, like I was responsible in the situation. And I had sex with the person before so I figured it was kind of a blurred line for him. I just thought it was kind of complex. He was wrong. But I did not want to pursue pressing charges.”

All Student Respondents

Nothing would be done. Students respondents also thought that “nothing would have been done” if they reported the behavior. As one Student respondent wrote, “I shared the information but did

not file an official report. I know how hard it is to prove a sexual assault and it wasn't worth it.”

Another Student respondent stated, “There was nothing that could be done. All that would happen is that they would be talked to and then I'm on their bad list and I am in danger.”

Fewer than five Student respondents elaborated on why they did report the unwanted sexual contact but felt that it was not responded to appropriately. One respondent explained how they were “unaware that everything I said would be reported to UTC” and added that “I was in no place to give a statement, and felt my participation was obligatory.”

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Student respondents were asked to rate their agreement with various statements regarding unwanted sexual contact/conduct definitions, policies and supportive resources (Table 53). A majority (95%, $n = 3,080$) of Student respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent. Ninety-percent ($n = 2,900$) of Student respondents “strongly agreed” or “agreed” that they were generally aware of the role of UTC Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-nine percent ($n = 2,547$) of Student respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents. Eighty-seven percent ($n = 2,800$) “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. Eighty-five percent ($n = 2,732$) of Student respondents “strongly agreed” or “agreed” that they were generally aware of the campus resources listed in the table below. Ninety-eight percent ($n = 3,150$) of Student respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they see them occurring on or off campus. Ninety percent ($n = 2,904$) of Student respondents “strongly agreed” or “agreed” that they understood that UTC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. Eighty-four percent ($n = 2,687$) of Student respondents “strongly agreed” or “agreed” that they knew the information about the prevalence of sex offenses (including domestic and dating violence) were available in the UTC annual Security and Fire Safety Report. Finally, 98% ($n = 3,145$) of Student respondents “strongly agreed” or “agreed” that they knew that UTC sends a Public Safety Alert to the campus community when such an incident occurs.

Table 53. Student Respondents’ Knowledge of Definitions, Policies, and Resources

| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am aware of the definition of Affirmative Consent. | 2,004 | 61.9 | 1,076 | 33.3 | 128 | 4.0 | 28 | 0.9 |

Table 53. Student Respondents’ Knowledge of Definitions, Policies, and Resources

| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am generally aware of the role of UTC Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. | 1,593 | 49.3 | 1,307 | 40.4 | 291 | 9.0 | 43 | 1.3 |
| I know how and where to report such incidents. | 1,307 | 40.6 | 1,240 | 38.5 | 566 | 17.6 | 106 | 3.3 |
| I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. | 1,438 | 44.7 | 1,362 | 42.4 | 355 | 11.0 | 60 | 1.9 |
| I am generally aware of the campus resources listed here: http://www.utc.edu/sexual-misconduct/get-help-spread-sheet.php http://www.utc.edu/sexual-misconduct/on-campus-support.php | 1,326 | 41.1 | 1,406 | 43.6 | 432 | 13.4 | 62 | 1.9 |
| I have a responsibility to report such incidents when I see them occurring on or off campus. | 1,976 | 61.2 | 1,174 | 36.4 | 63 | 2.0 | 16 | 0.5 |
| I understand that UTC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. | 1,529 | 47.4 | 1,375 | 42.6 | 274 | 8.5 | 48 | 1.5 |
| I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the UTC annual Security and Fire Safety Report | 1,406 | 43.7 | 1,281 | 39.8 | 465 | 14.4 | 69 | 2.1 |
| I know that UTC sends a Public Safety Alert to the campus community when such an incident occurs. | 2,093 | 65.0 | 1,052 | 32.7 | 62 | 1.9 | 11 | 0.3 |

^{xx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(1, N = 3,226) = 4.4, p < .05$.

^{xxi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by student status: $\chi^2(1, N = 3,249) = 7.0, p < .01$.

^{xxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 3,121) = 26.8, p < .001$.

^{xxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 3,226) = 23.8, p < .001$.

^{xxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2(2, N = 3,190) = 9.1, p < .05$.

^{xxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 3,201) = 17.0, p < .001$.

^{xxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 3,121) = 17.1, p < .001$.

^{xxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 3,226) = 15.5, p < .001$.

Summary

Eighty-five percent ($n = 2,771$) of Student respondents were “very comfortable” or “comfortable” with the overall climate at UTC; 82% ($n = 2,663$) of Student respondents were “very comfortable” or “comfortable” with the climate in their academic departments; and 84% ($n = 2,720$) of Student respondents were “very comfortable” or “comfortable” with the climate in their classes. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be “comfortable” or “very comfortable,” suggest UTC Student respondents were more comfortable with the campus climate.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. A lower percentage of Student respondents at UTC (10%) noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results do parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Fourteen percent ($n = 442$) of UTC Student respondents indicated that they had observed conduct or communications directed toward a person or group of people at UTC that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Student respondents with Disabilities as well as LGBTQ Student respondents observed this conduct at higher rates than their majority counterparts. However, Not-First-Generation Student respondents and U.S. Citizen Student respondents witnessed exclusionary conduct at higher rates than their minority counterparts.

Eight percent ($n = 248$) of Student respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% ($n = 25$) experiencing relationship violence (e.g.,

ridiculed, controlling, hitting), 1% ($n = 44$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 3% ($n = 103$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 2% ($n = 69$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape), and less than 1% ($n = 7$) experiencing sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) while a member of the UTC community.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to UTC students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' Perceived Academic Success

Factor Analysis Methodology

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.3%) of all potential respondents were removed from the analysis due to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring (Table 54). The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁵³ One question from the scale (Q11_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.874 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q11_2 included, Cronbach’s alpha was only 0.789.

⁵³ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 54. Survey Items Included in the *Perceived Academic Success* Factor Analyses

| Scale | Survey item number | Academic experience |
|----------------------------|--------------------|--|
| Perceived Academic Success | Q11_1 | I am performing up to my full academic potential. |
| | Q11_3 | I am satisfied with my academic experience at UTC. |
| | Q11_4 | I am satisfied with the extent of my intellectual development since enrolling at UTC. |
| | Q11_5 | I have performed academically as well as I anticipated I would. |
| | Q11_6 | My academic experience has had a positive influence on my intellectual growth and interest in ideas. |
| | Q11_7 | My interest in ideas and intellectual matters has increased since coming to UTC. |

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggests a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a t-test for difference of means.

Additionally, where *n*'s were of sufficient size for the demographic variable being analyzed, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Woman, Man, Transspectrum)
- Racial identity (Asian/Asian American, Black/African American, Hispanic/Latin@/Chican@, Other People of Color, Multiracial Respondents, White People)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When there were only two categories for the specified demographic variable (e.g., sexual identity) a t-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen’s *d*. Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate to large effects were noted.

Means Testing Results:

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Professional Student respondents (where possible).

Gender Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 55).

Table 55. Undergraduate Student Respondents’ Perceived Academic Success by Gender Identity

| Gender identity | <i>N</i> | Mean | Std. Dev. |
|------------------------|-----------------|-------------|------------------|
| Woman | 1,793 | 1.934 | 0.702 |
| Man | 925 | 2.052 | 0.694 |
| Transspectrum | 30 | 2.378 | 0.963 |

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for all individual comparisons (Table 56). These findings suggest that Transspectrum Undergraduate Student respondents have less *Perceived Academic Success* than Men Undergraduate Student respondents and Women Undergraduate Student respondents and that Men Undergraduate Student respondents have less *Perceived Academic Success* than Women Undergraduate Student respondents.

Table 56. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Gender Identity

| Groups compared | Mean Difference |
|-------------------------|------------------------|
| Woman vs. Man | -0.118*** |
| Woman vs. Transspectrum | -0.444** |
| Man vs. Transspectrum | -0.326* |

* $p < .05$; ** $p < .01$; *** $p < .001$

No significant difference existed ($p > .05$) in the overall test for means for Graduate/Professional Student respondents by gender identity on *Perceived Academic Success* (Table 57).

Table 57. Graduate/Professional Respondents' Perceived Academic Success by Gender Identity

| Gender identity | <i>n</i> | Mean | Std. Dev. |
|------------------------|-----------------|-------------|------------------|
| Woman | 253 | 1.777 | 0.706 |
| Man | 124 | 1.810 | 0.670 |
| Transspectrum | 8 | 2.167 | 1.098 |

No subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were run because the overall test was not significant.

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 58).

Table 58. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

| Racial identity | <i>n</i> | Mean | Std. Dev. |
|-------------------------|-----------------|-------------|------------------|
| Asian/Asian American | 54 | 1.972 | 0.702 |
| Black/African American | 239 | 2.237 | 0.784 |
| Hispanic/Latin@/Chican@ | 68 | 2.059 | 0.767 |
| People of Color | 35 | 1.781 | 0.543 |
| White People | 2,150 | 1.938 | 0.687 |
| Multiracial | 156 | 2.121 | 0.747 |

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for three comparisons: Black/African American vs. People of Color, Black/African American vs. White, and White vs. Multiracial (Table 59). These findings suggests that White Undergraduate Student respondents have greater *Perceived Academic Success* than Black/African American and Multiracial Undergraduate Student respondents and that People of Color Undergraduate Student respondents have greater *Perceived Academic Success* than Black/African American Undergraduate Student respondents.

Table 59. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity

| Groups compared | Mean difference |
|--|------------------------|
| Asian/Asian American vs. Black/African American | -0.265 |
| Asian/Asian American vs. Hispanic/Latin@/Chican@ | -0.087 |
| Asian/Asian American vs. People of Color | 0.191 |
| Asian/Asian American vs. White | 0.035 |
| Asian/Asian American vs. Multiracial | -0.149 |
| Black/African American vs. Hispanic/Latin@/Chican@ | 0.178 |
| Black/African American vs. People of Color | 0.456** |
| Black/African American vs. White | 0.300*** |
| Black/African American vs. Multiracial | 0.116 |
| Hispanic/Latin@/Chican@ vs. People of Color | 0.278 |
| Hispanic/Latin@/Chican@ vs. White | 0.121 |
| Hispanic/Latin@/Chican@ vs. Multiracial | -0.062 |
| People of Color vs. White | -0.157 |
| People of Color vs. Multiracial | -0.340 |
| White vs. Multiracial | -0.183* |

***p < .001, **p < .01, *p < .05

No significant difference existed ($p > .05$) in the overall test for means for Graduate/Professional Student respondents by racial identity on *Perceived Academic Success* (Table 60).

Table 60. Graduate/Professional Student Respondents' Perceived Academic Success by Racial Identity

| Racial identity | <i>n</i> | Mean | Std. Dev. |
|-------------------------|-----------------|-------------|------------------|
| Asian/Asian American | 15 | 1.422 | 0.503 |
| Black/African American | 32 | 1.656 | 0.571 |
| Hispanic/Latin@/Chican@ | 7 | 1.929 | 0.700 |
| People of Color | 7 | 2.095 | 0.810 |
| White People | 310 | 1.808 | 0.702 |
| Multiracial | 11 | 1.848 | 0.673 |

No subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were completed because the overall test was not significant.

Sexual Identity

A significant difference ($p < .05$) existed in the test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success* (Table 61). This finding suggests that LGBQ Undergraduate Student respondents have less *Perceived Academic Success* than Heterosexual Undergraduate respondents. No significant difference ($p > .05$) existed for Graduate/Professional respondents.

Table 61. Student Respondents' Perceived Academic Success by Sexual Identity

| Sexual identity | Undergraduate Student Respondents | | | Graduate/Professional Student Respondents | | |
|------------------------|--|-------------|------------------|--|-------------|------------------|
| | <i>n</i> | Mean | Std. Dev. | <i>n</i> | Mean | Std. Dev. |
| LGBQ | 205 | 2.064 | 0.733 | 24 | 1.847 | 0.661 |
| Heterosexual | 2,439 | 1.962 | 0.698 | 351 | 1.791 | 0.697 |
| Mean difference | | | 0.102* | | | 0.056 |

* $p < .05$

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 62).

Table 62. Undergraduate Student Respondents' Perceived Academic Success by Disability Status

| Disability status | <i>n</i> | Mean | Std. Dev. |
|--------------------------|-----------------|-------------|------------------|
| Single Disability | 236 | 2.097 | 0.714 |
| No Disability | 2,385 | 1.945 | 0.691 |
| Multiple Disabilities | 114 | 2.430 | 0.811 |

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for all individual comparisons (Table 63). These findings suggest that Undergraduate Student respondents with No Disability have greater *Perceived Academic Success* than Student respondents with a Single Disability and Multiple Disabilities and that Undergraduate Student respondents with a Single Disability have greater *Perceived Academic Success* than Undergraduate Student respondents with Multiple Disabilities.

Table 63. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status

| Groups compared | Mean Difference |
|---|------------------------|
| Single Disability vs. No Disability | 0.152** |
| Single Disability vs. Multiple Disabilities | -0.333*** |
| No Disability vs. Multiple Disabilities | -0.485*** |

** $p < .01$; *** $p < .001$

No significant difference existed ($p > .05$) in the overall test for means for Graduate/Professional Student respondents by disability status on *Perceived Academic Success* (Table 64).

Table 64. Graduate/Professional Student Respondents' Perceived Academic Success by Disability Status

| Disability status | <i>n</i> | Mean | Std. Dev. |
|--------------------------|-----------------|-------------|------------------|
| Single Disability | 28 | 1.875 | 0.811 |
| No Disability | 347 | 1.786 | 0.694 |
| Multiple Disabilities | 11 | 2.061 | 0.696 |

No subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were completed because the overall test was not significant.

Income Status

No significant difference ($p > .05$) existed in the test for means for Undergraduate Student respondents or for Graduate/Professional respondents by income status on *Perceived Academic Success* (Table 65).

Table 65. Student Respondents’ Perceived Academic Success by Income Status

| Income status | Undergraduate Student Respondents | | | Graduate/Professional Student Respondents | | |
|------------------------|--|-------------|------------------|--|-------------|------------------|
| | <i>n</i> | Mean | Std. Dev. | <i>n</i> | Mean | Std. Dev. |
| Low-Income | 597 | 2.017 | 0.741 | 79 | 1.867 | 0.631 |
| Not-Low-Income | 2,100 | 1.967 | 0.696 | 299 | 1.787 | 0.726 |
| Mean difference | | | 0.050 | | | 0.080 |

In addition to *Perceived Academic Success*, Student respondents were asked, by thinking ahead, if it was likely that they would leave UTC without meeting their academic goal. Table 66 illustrates that 13% ($n = 418$) of Student respondents “strongly agreed” or “agreed” that it was likely that they would leave UTC without meeting their academic goal. Subsequent analyses were run for Student respondents who thought that they would likely leave UTC by student status, gender identity sexual identity, disability status, racial identity, religious/spiritual identity, first-generation status, income status, citizenship status, and military status. Undergraduate Student respondents (8%, $n = 213$) were more likely than Graduate/Professional Student respondents (4%, $n = 15$) to “agree” that they would leave UTC without meeting their goal. Women Student respondents (50%, $n = 1,038$) were more likely than Men Student respondents to “strongly disagree” with this statement. By disability status, Student respondents with a Single Disability (11%, $n = 30$) were more likely than Student respondents with No Disability (7%, $n = 189$) to “agree” that they would leave UTC without meeting their academic goal. Student Respondents of Color (11%, $n = 51$) were more likely than White Student respondents (5%, $n = 128$) and Multiracial Student respondents (5%, $n = 8$) to “strongly agree” with this statement.

Non-U.S. Citizen Student respondents (12%, $n = 22$) were more likely than U.S. Citizen Student respondents (6%, $n = 166$) (5%, $n = 8$) to “strongly agree” that, by thinking ahead, it was likely that they would leave UTC without meeting their academic goal.

Table 66. Student Respondents’ Who Would Leave UTC without Meeting Their Academic Goal

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------------|------------|------------|----------------------------|-------------|------------|-------------|-------------------|-------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Thinking ahead, it is likely that I will leave UTC without meeting my academic goal. | 190 | 5.9 | 228 | 7.1 | 333 | 41.3 | 951 | 29.4 | 1,528 | 47.3 |
| Student status^{xxviii} | | | | | | | | | | |
| Undergraduate | 169 | 6.0 | 213 | 7.5 | 309 | 10.9 | 855 | 30.2 | 1,287 | 45.4 |
| Graduate/Professional | 21 | 5.3 | 15 | 3.8 | 24 | 6.0 | 96 | 24.2 | 241 | 60.7 |
| Gender identity^{xxix} | | | | | | | | | | |
| Women | 112 | 5.3 | 136 | 6.5 | 188 | 9.0 | 625 | 29.8 | 1,038 | 49.5 |
| Men | 73 | 6.7 | 90 | 8.3 | 133 | 12.3 | 317 | 29.2 | 472 | 43.5 |
| Disability status^{xxx} | | | | | | | | | | |
| Single Disability | 8 | 3.0 | 30 | 11.1 | 39 | 14.4 | 75 | 27.8 | 118 | 43.7 |
| No Disability | 172 | 6.1 | 189 | 6.7 | 265 | 9.4 | 832 | 29.6 | 1,352 | 48.1 |
| Multiple Disabilities | 10 | 7.9 | 8 | 6.3 | 23 | 18.1 | 39 | 30.7 | 47 | 37.0 |
| Racial identity^{xxxi} | | | | | | | | | | |
| People of Color | 51 | 10.8 | 44 | 9.3 | 57 | 12.1 | 127 | 26.9 | 193 | 40.9 |
| White | 128 | 5.1 | 162 | 6.4 | 245 | 9.7 | 754 | 29.9 | 1,234 | 48.9 |
| Multiracial | 8 | 4.5 | 14 | 8.0 | 22 | 12.5 | 51 | 29.0 | 81 | 46.0 |
| Citizenship status^{xxxii} | | | | | | | | | | |
| U.S. Citizen | 166 | 5.5 | 205 | 6.8 | 314 | 10.2 | 905 | 29.8 | 1,447 | 47.6 |
| Not-U.S. Citizen | 22 | 11.8 | 23 | 12.3 | 18 | 9.6 | 44 | 23.5 | 80 | 42.8 |

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with 17 statements about their interactions with faculty, students, staff members, and senior administrators at UTC. Seventy-two percent ($n = 2,294$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTC faculty; 69% ($n = 2,193$) felt valued by UTC staff; and 59% ($n = 1,867$) felt valued by UTC senior administrators (e.g., dean, vice president, provost). Frequencies and significant differences based on student status, gender identity,⁵⁴ sexual identity,⁵⁵ racial identity, disability status, religious/spiritual identity, citizenship status, military service, income status, and first-generation status are provided in Tables 67 through 70.

Several significant differences were found among student groups (Table 67). Undergraduate Student respondents (30%, $n = 828$) were less likely than their Graduate/Professional Student respondent (36%, $n = 142$) counterparts to “strongly agree” that they felt valued by UTC faculty. Women Student respondents (6%, $n = 124$) were more likely than Men Student respondents (4%, $n = 42$) to “disagree” that they felt valued by UTC faculty. Student respondents with Multiple Disabilities (7%, $n = 9$) were more than three times as likely than Student respondents with No Disability (2%, $n = 50$) to “strongly disagree” that they felt valued by UTC faculty. Student respondents with Multiple Religious/Spiritual Identities (23%, $n = 17$) and No Religious/Spiritual Identities (25%, $n = 179$) were less likely than Student respondents with Christian Identities (33%, $n = 745$) and Other Religious/Spiritual Identities (34%, $n = 23$) to “strongly agree” that they felt valued by UTC faculty.

Student respondents with Multiple Disabilities (6%, $n = 7$) were more likely than Student respondents with No Disability (2%, $n = 54$) to “strongly disagree” that they felt valued by UTC staff. Student respondents with Multiple Religious/Spiritual Identities (8%, $n = 6$) were more likely than Student respondents with No Religious/Spiritual Identities (2%, $n = 16$) to “strongly disagree” that they felt valued by UTC staff.

⁵⁴As noted earlier, per the LCST, gender identity was categorized to only Men and Women to maintain response confidentiality.

⁵⁵As noted earlier, per the LCST, sexual identity was categorized to only LGBTQ and Heterosexual to maintain response confidentiality.

A higher percentage of Men Student respondents (6%, $n = 62$) than Women Student respondents (3%, $n = 55$) “strongly disagreed” that they felt valued by senior administrators. LGBTQ Student Respondents (6%, $n = 15$) were more likely than Heterosexual Student respondents (4%, $n = 102$) to “strongly disagree” that they felt valued by senior administrators. Both Student respondents with Multiple Disabilities (9%, $n = 11$) and Student respondent with a Single Disability (8%, $n = 20$) more often “strongly disagreed” that they felt valued by senior administrators than Student respondents with No Disability (3%, $n = 94$). Student respondents with Other Religious/Spiritual Identities (9%, $n = 6$) and Student respondents with No Religious/Spiritual Identities (6%, $n = 41$) were more likely Student respondents with Christian Identities (3%, $n = 73$) to “strongly disagree” that they felt valued by senior administrators.

Table 67. Student Respondents’ Feelings of Value by Employees

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|-------------|--------------|-------------|----------------------------|-------------|------------|------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by UTC faculty. | 970 | 30.5 | 1,324 | 41.7 | 645 | 20.3 | 172 | 5.4 | 67 | 2.1 |
| Student status^{xxxiii} | | | | | | | | | | |
| Undergraduate | 828 | 29.7 | 1,166 | 41.9 | 584 | 21.0 | 153 | 5.5 | 54 | 1.9 |
| Graduate/Professional | 142 | 36.1 | 158 | 40.2 | 61 | 15.5 | 19 | 4.8 | 13 | 3.3 |
| Gender identity^{xxxiv} | | | | | | | | | | |
| Women | 618 | 29.9 | 879 | 42.5 | 412 | 19.9 | 124 | 6.0 | 36 | 1.7 |
| Men | 344 | 32.4 | 430 | 40.5 | 221 | 20.8 | 42 | 4.0 | < 5 | --- |
| Disability status^{xxxv} | | | | | | | | | | |
| Single Disability | 73 | 27.4 | 113 | 42.5 | 52 | 19.5 | 22 | 8.3 | 6 | 2.3 |
| No Disability | 873 | 31.6 | 1,140 | 41.3 | 565 | 20.4 | 135 | 4.9 | 50 | 1.8 |
| Multiple Disabilities | 19 | 15.1 | 64 | 50.8 | 21 | 16.7 | 13 | 10.3 | 9 | 7.1 |
| Religious/spiritual identity^{xxxvi} | | | | | | | | | | |
| Christian | 745 | 32.5 | 950 | 41.4 | 435 | 19.0 | 118 | 5.1 | 45 | 2.0 |
| Other Identity Based | 23 | 34.3 | 21 | 31.3 | 20 | 29.9 | < 5 | --- | 0 | 0 |
| No Identity | 179 | 25.1 | 311 | 43.6 | 166 | 23.3 | 42 | 5.9 | 15 | 2.1 |
| Multiple Identities | 17 | 23.3 | 30 | 41.1 | 15 | 20.5 | 5 | 6.8 | 6 | 8.2 |
| I feel valued by UTC staff. | 940 | 29.7 | 1,253 | 39.6 | 723 | 22.9 | 175 | 5.5 | 71 | 2.2 |
| Disability status^{xxxvii} | | | | | | | | | | |
| Single Disability | 69 | 26.0 | 105 | 39.6 | 55 | 20.8 | 28 | 10.6 | 8 | 10.6 |
| No Disability | 843 | 30.7 | 1,090 | 39.6 | 632 | 23.0 | 131 | 4.8 | 54 | 2.0 |
| Multiple Disabilities | 23 | 18.5 | 52 | 41.9 | 28 | 22.6 | 14 | 11.3 | 7 | 5.6 |

Table 67. Student Respondents’ Feelings of Value by Employees

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|-----------------------|-------------|--------------|-------------|-----------------------------------|-------------|-----------------|------------|--------------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Religious/spiritual identity^{xxxviii} | | | | | | | | | | |
| Christian | 726 | 31.8 | 901 | 39.5 | 490 | 21.5 | 118 | 5.2 | 48 | 2.1 |
| Other Identity Based | 19 | 28.8 | 25 | 37.9 | 18 | 27.3 | < 5 | --- | 0 | 0 |
| No Identity | 170 | 24.0 | 292 | 41.2 | 185 | 26.1 | 46 | 6.5 | 16 | 2.3 |
| Multiple Identities | 21 | 28.8 | 23 | 31.5 | 18 | 24.7 | 5 | 6.8 | 6 | 8.2 |
| I feel valued by UTC senior administrators. | | | | | | | | | | |
| | 804 | 25.5 | 1,063 | 33.6 | 928 | 29.4 | 237 | 7.5 | 127 | 4.0 |
| Gender identity^{xxxix} | | | | | | | | | | |
| Women | 511 | 24.8 | 703 | 34.2 | 623 | 30.3 | 165 | 8.0 | 55 | 2.7 |
| Men | 286 | 27.1 | 350 | 33.1 | 290 | 27.4 | 69 | 6.5 | 62 | 5.9 |
| Sexual identity^{xl} | | | | | | | | | | |
| LGBQ | 50 | 21.5 | 65 | 27.9 | 84 | 36.1 | 19 | 8.2 | 15 | 6.4 |
| Heterosexual | 728 | 25.9 | 960 | 34.2 | 816 | 29.0 | 203 | 7.2 | 102 | 3.6 |
| Disability status^{xli} | | | | | | | | | | |
| Single Disability | 58 | 21.9 | 83 | 31.3 | 73 | 27.5 | 31 | 11.7 | 20 | 7.5 |
| No Disability | 727 | 26.5 | 929 | 33.8 | 810 | 29.5 | 187 | 6.8 | 94 | 3.4 |
| Multiple Disabilities | 14 | 11.2 | 44 | 35.2 | 39 | 31.2 | 17 | 13.6 | 11 | 8.8 |
| Religious/spiritual identity^{xlii} | | | | | | | | | | |
| Christian | 633 | 27.8 | 791 | 34.7 | 637 | 27.9 | 147 | 6.4 | 73 | 3.2 |
| Other Identity Based | 15 | 23.1 | 16 | 24.6 | 24 | 36.9 | < 5 | --- | 6 | 9.2 |
| No Identity | 138 | 19.4 | 223 | 31.4 | 234 | 33.0 | 74 | 10.4 | 41 | 5.8 |
| Multiple Identities | 14 | 19.2 | 24 | 32.9 | 20 | 27.4 | 9 | 12.3 | 6 | 8.2 |

Seventy-nine percent ($n = 2,487$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTC faculty in the classroom (Table 68). Graduate/Professional Student respondents (3%, $n = 10$) were more likely than Undergraduate Student respondent (1%, $n = 34$) to “strongly disagree” that they felt valued by faculty in the classroom. Women Student respondents (4%, $n = 87$) were more likely than Men Student respondents (2%, $n = 24$) to “disagree” that they felt valued by faculty in the classroom. Student respondents with Multiple Disabilities (6%, $n = 8$) were six times more likely than Student respondents with No Disability (1%, $n = 31$) to “strongly disagree” that they felt valued by faculty in the classroom. Student respondents with Multiple Religious/Spiritual Identities (8%, $n = 6$) were more likely than Student respondents with Christian Identities (1%, $n = 29$) and Student respondents with No Religious/Spiritual Identities (1%, $n = 8$) to “strongly disagree” that they felt valued by faculty in the classroom.

Seventy-one percent ($n = 2,231$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. Graduate/Professional Student respondents (39%, $n = 151$) were more likely than Undergraduate Student respondent (26%, $n = 723$) to “strongly agree” that they felt valued by other students in the classroom. Men Student respondents (31%, $n = 331$) were more likely than Women Student respondents (26%, $n = 536$) to “strongly agree” that they felt valued by other students in the classroom. LGBTQ Student respondents (3%, $n = 7$) were more likely than Heterosexual Student respondents (1%, $n = 24$) to “strongly disagree” that they felt valued by other students in the classroom. Student respondents with Multiple Disabilities (9%, $n = 11$) were more likely than Student respondents with No Disability (1%, $n = 21$) and Student respondents with a Single Disability (2%, $n = 6$) to “strongly disagree” that they felt valued by other students in the classroom. A smaller percentage of Multiracial Student respondents (20%, $n = 34$) than White Student respondents (28%, $n = 705$) “strongly agreed” that they felt valued by other students in the classroom. Student respondents with Multiple Religious/Spiritual Identities (8%, $n = 6$) were more likely than Student respondents with Christian Identities (1%, $n = 23$) and Student respondents with No Religious/Spiritual Identities (1%, $n = 9$) to “strongly disagree” that they felt valued by other students in the classroom.

Sixty-six percent ($n = 2,063$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. Graduate/Professional Student respondents (32%, $n = 123$) were more likely than Undergraduate Student respondent (25%, $n = 681$) to “strongly agree” that they felt valued by other students outside of the classroom. LGBTQ Student respondents (4%, $n = 9$) were more likely than Heterosexual Student respondents (1%, $n = 35$) to “strongly disagree” that they felt valued by other students outside of the classroom. Student respondents with Multiple Disabilities (9%, $n = 11$) were less likely than Student respondents with No Disability (26%, $n = 716$) and Student respondents with a Single Disability (26%, $n = 68$) to “strongly agree” that they felt valued by other students outside of the classroom. Student respondents with Multiple Religious/Spiritual Identities (9%, $n = 6$) were more likely than Student respondents with Christian Identities (1%, $n = 26$) and Student respondents with No Religious/Spiritual Identities (3%, $n = 18$) to “strongly disagree” that they felt valued by other students outside of the classroom.

Table 68. Student Respondents' Feelings of Value Inside and Outside the Classroom

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|-------------|--------------|-------------|----------------------------|-------------|------------|------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by faculty in the classroom. | | | | | | | | | | |
| | 1,029 | 32.5 | 1,458 | 46.0 | 523 | 16.5 | 113 | 3.6 | 44 | 1.4 |
| Student status^{xliii} | | | | | | | | | | |
| Undergraduate | 881 | 31.7 | 1,297 | 46.7 | 466 | 16.8 | 98 | 3.5 | 34 | 1.2 |
| Graduate/Professional | 148 | 37.9 | 161 | 41.2 | 57 | 14.6 | 15 | 3.8 | 10 | 2.6 |
| Gender identity^{xliv} | | | | | | | | | | |
| Women | 659 | 32.0 | 946 | 45.9 | 346 | 16.8 | 87 | 4.2 | 22 | 1.1 |
| Men | 359 | 33.8 | 488 | 46.0 | 172 | 16.2 | 24 | 2.3 | 18 | 1.7 |
| Disability status^{xlv} | | | | | | | | | | |
| Single Disability | 75 | 28.4 | 121 | 45.8 | 48 | 18.2 | 16 | 6.1 | < 5 | --- |
| No Disability | 925 | 33.6 | 1,259 | 45.7 | 454 | 16.5 | 85 | 3.1 | 31 | 1.1 |
| Multiple Disabilities | 23 | 18.3 | 67 | 53.2 | 16 | 12.7 | 12 | 9.5 | 8 | 6.3 |
| Religious/spiritual identity^{xlvi} | | | | | | | | | | |
| Christian | 769 | 33.7 | 1,032 | 45.2 | 372 | 16.3 | 81 | 3.5 | 29 | 1.3 |
| Other Identity-Based | 19 | 28.4 | 32 | 47.8 | 14 | 20.9 | < 6 | --- | 0 | 0 |
| No Identity | 214 | 30.0 | 348 | 48.8 | 119 | 16.7 | 24 | 3.4 | 8 | 1.1 |
| Multiple Identities | 21 | 29.2 | 30 | 41.7 | 10 | 13.9 | 5 | 6.9 | 6 | 8.3 |
| I feel valued by other students in the classroom. | | | | | | | | | | |
| | 874 | 27.6 | 1,357 | 42.9 | 756 | 23.9 | 137 | 4.3 | 40 | 1.3 |
| Student status^{xlvii} | | | | | | | | | | |
| Undergraduate | 723 | 26.1 | 1,191 | 43.0 | 687 | 24.8 | 135 | 4.9 | 36 | 4.9 |
| Graduate/Professional | 151 | 38.5 | 166 | 42.3 | 69 | 17.6 | < 5 | --- | < 5 | --- |
| Gender identity^{xlviii} | | | | | | | | | | |
| Women | 536 | 26.0 | 898 | 43.5 | 518 | 25.1 | 89 | 4.3 | 21 | 1.0 |
| Men | 331 | 31.3 | 444 | 42.0 | 224 | 21.2 | 43 | 4.1 | 14 | 1.3 |
| Sexual identity^{xlx} | | | | | | | | | | |
| LGBQ | 51 | 21.9 | 90 | 38.6 | 72 | 30.9 | 13 | 5.6 | 7 | 3.0 |
| Heterosexual | 795 | 28.3 | 1,226 | 43.6 | 651 | 23.1 | 118 | 4.2 | 24 | 0.9 |
| Disability status^l | | | | | | | | | | |
| Single Disability | 63 | 23.7 | 112 | 42.1 | 71 | 26.7 | 14 | 5.3 | 6 | 23. |
| No Disability | 791 | 28.8 | 1,185 | 43.1 | 644 | 233.4 | 110 | 4.0 | 21 | 0.8 |
| Multiple Disabilities | 14 | 11.3 | 51 | 41.1 | 36 | 29.0 | 12 | 9.7 | 11 | 8.9 |
| Racial identity^{li} | | | | | | | | | | |
| People of Color | 124 | 27.2 | 186 | 40.8 | 126 | 27.6 | 17 | 3.7 | < 5 | --- |
| White | 705 | 28.4 | 1,070 | 43.1 | 569 | 22.9 | 110 | 4.4 | 27 | 1.1 |
| Multiracial | 34 | 19.5 | 80 | 46.0 | 48 | 27.6 | 7 | 4.0 | 5 | 2.9 |
| Religious/spiritual identity^{lii} | | | | | | | | | | |
| Christian | 671 | 29.4 | 984 | 43.1 | 523 | 22.9 | 83 | 3.6 | 23 | 1.0 |
| Other Identity-Based | 18 | 26.9 | 30 | 44.8 | 17 | 25.4 | < 5 | --- | 0 | 0 |
| No Identity | 165 | 23.2 | 299 | 42.1 | 192 | 27.0 | 45 | 6.3 | 9 | 1.3 |
| Multiple Identities | 16 | 22.2 | 30 | 41.7 | 15 | 20.8 | 5 | 6.9 | 6 | 8.3 |

Table 68. Student Respondents’ Feelings of Value Inside and Outside the Classroom

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|-------------|--------------|-------------|----------------------------|-------------|------------|------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by other students outside of the classroom. | 804 | 25.7 | 1,259 | 40.2 | 849 | 27.1 | 164 | 5.2 | 52 | 1.7 |
| Student status^{liii} | | | | | | | | | | |
| Undergraduate | 681 | 24.8 | 1,126 | 41.0 | 730 | 26.6 | 158 | 5.8 | 49 | 1.8 |
| Graduate/Professional | 123 | 32.0 | 133 | 34.6 | 119 | 31.0 | 6 | 1.6 | < 5 | --- |
| Sexual identity^{liv} | | | | | | | | | | |
| LGBQ | 50 | 21.8 | 85 | 37.1 | 70 | 30.6 | 15 | 6.6 | 9 | 3.9 |
| Heterosexual | 732 | 26.3 | 1,127 | 40.5 | 753 | 27.1 | 136 | 4.9 | 35 | 1.3 |
| Disability status^{lv} | | | | | | | | | | |
| Single Disability | 68 | 25.9 | 97 | 36.9 | 78 | 29.7 | 14 | 5.3 | 6 | 2.3 |
| No Disability | 716 | 26.3 | 1,105 | 40.6 | 726 | 26.7 | 138 | 5.1 | 34 | 1.3 |
| Multiple Disabilities | 11 | 8.9 | 50 | 40.7 | 40 | 32.5 | 11 | 8.9 | 11 | 8.9 |
| Religious/spiritual identity^{lvi} | | | | | | | | | | |
| Christian | 629 | 27.9 | 916 | 40.6 | 589 | 26.1 | 96 | 4.3 | 26 | 1.2 |
| Other Identity-Based | 16 | 24.2 | 23 | 34.8 | 20 | 30.3 | 7 | 10.6 | 0 | 0 |
| No Identity | 141 | 20.0 | 278 | 39.4 | 215 | 30.5 | 54 | 7.6 | 18 | 2.5 |
| Multiple Identities | 14 | 20.0 | 26 | 37.1 | 19 | 27.1 | 5 | 7.1 | 6 | 8.6 |

Two hundred twenty-nine Student respondents, including 192 Undergraduate Student and 37 Graduate/Professional Student respondents, elaborated on their feelings of value at UTC. The themes that emerged were 1) positive feelings of value, 2) closedmindedness, and 3) quality of teaching.

All Student Respondents

Positive Feelings of Value. One theme that emerged among the student respondents was a positive feeling of value at UTC. As Graduate/Professional Student respondents stated, “the environment is very inviting,” and “I value my instructors and peers. I don't feel like they devalue me.” Undergraduate Student respondents wrote, “I feel valued at UTC,” “I have had a great experience at UTC,” and “I feel UTC does an excellent job of showing genuine regard for all students.”

Student respondents were also complimentary of the faculty and staff on campus. One Graduate/Professional Student respondent wrote, “My life has been enriched by faculty, staff, and the school administration. From great teachers who mentored me to staff who helped me find

work to officials who have gone to the mat (to use a colloquialism) to ensure quality education for students I have had nothing but respect for 99% of the people that work at UTC.” Another Undergraduate Student respondents stated, “My experiences here at UTC have been full of fun and UTC loving people,” and “The faculty seem very enthusiastic about teaching, and I'm learning a lot.” Specifics offices (including individuals in those offices) were also singled out as units that helped students feel valued on campus. One Undergraduate Student respondent specifically pointed out the Office of Disability Services, writing “I have been registered with the Office of Disability Services while at UTC. They have been incredibly supportive. While I have not had to use their services, it has been very reassuring knowing they are there for me. The continued contact the office makes with me keeps me feeling supported and is very important to a sense of well being for someone with an anxiety disorder! Thank you UTC!” Another Undergraduate Student pointed out individuals within Office of the Dean of Students. “[Persons omitted] have made me feel comfortable talking to them about hard issues and sensitive topics. I know that I can go to any of them when I need to, and that I am valued here on this campus.” One Undergraduate Student respondent specifically mentioned an individual they had never formally met in the following description of the interaction, “The person who shot our photos, for UTC IDs is absolutely fabulous!!! She was the topic of an entire coffee social with several tables, as we all pulled out our ID's from UTC and Chatt. State and compared. Experience is she made us, UTC students, feel beautiful, brilliant and worthy even though we were just us, normal. Love her!! (Do not even know her.)”

All Student Respondents

Closedmindedness. Another theme that emerged was the feeling that student voices were not valued on campus and that the “university does not support free speech.” As one Undergraduate Student respondent stated, “I feel like not everyone's opinion is valued on campus. Often the dominating opinion is taken as most important, which is the opinion of the majority. Whether it be politics or freedom of self expression based on gender, I do not feel people feel comfortable with expressing themselves fully.” Other Undergraduate Student respondents wrote, “Students should be able to voice their opinions on campus, whether it be signs/posters/sidewalk chalk,” and “This campus does not promote a climate of free speech AT ALL.” Student respondents also explained how speaking up on campus could lead to backlash by others within the community, as

stated by the following Undergraduate Student respondent. “I feel like the campus encourages free speech as long as you APPROVE of certain opinions. I believe that it's accepting of some beliefs and condemning of others. I feel like there is a division of culture between the two sides - but that stems mainly from the division of our country as a whole during this transitional period.” Another Undergraduate Student respondent wrote, “I'm conservative, campus is not. I can't express my opinion without receiving aggressive or outraged responses.” Some of the comments were framed around politics or liberal and conservative points of view. One Graduate/Professional Student respondent pointed out, “Anti-conservative voices feel like they have the right to censor/suppress the conservative view and feel free to violate the first amendment rights of those whose opinions differ from theirs.” Other Undergraduate Student respondents wrote, “This campus and faculty don't encourage free speech from people with different opinions, e.g., writing Trump propaganda with chalk,” and “I think that this campus is extremely closed-minded, and that they do not offer any freedom of speech that is not of a liberal mindset.” To address the issue of closedmindedness of campus, Undergraduate Student respondent implored, “We need to try to be more accepting of different opinions as students.”

All Student Respondents

Quality of Teaching. Student respondents also discussed the quality of instruction at UTC and in particular not feeling valued by professors in the classroom. One Undergraduate Student respondent stated, “The teaching staff at UTC come off as arrogant and rude. Of course this is not reflective of all teaching staff just the majority.” Another Graduate/Professional Student respondent further explained, “The faculty make me feel like crap. We have to be careful about what we say and ask in class because if it comes off like we are questioning them, they will get mad and our group participation grades will reflect it. I do not believe any faculty members are role models because I would never treat people the way they treat students. I am not sure why they even teach because they don't enjoy the student teacher interactions.” Student respondents also elaborated on how professors made them feel unvalued. One Undergraduate Student respondent wrote, “One of my professors is really rude and he basically tells the students they are not smart enough for his class. He made us write down where we got our previous education before the class and looked down on us.” Other Undergraduate Student respondents stated, “During a required departmental wide student faculty meeting, the program director welcomed

the students. Then, she said that more important are the faculty, then most important was the adviser. So, rather than all being equal participants with individual roles to fulfill, students are at the bottom of the hierarchy,” and “I think there are several problems with the feeling of a barrier between students and their professors. Sometimes it feels like students are looked down upon. For some professors it is also difficult to get them to respond to emails in a timely manner (sometimes 2-3 days). I have personally experienced this problem with a few online professors, which makes completing assignments difficult because they do not get back to you in a time frame that would allow you to effectively complete the assignment.” Overall, Student respondents felt that faculty needed to offer “an open and free classroom experience.”

Thirty-four percent ($n = 1,064$) of Student respondents “strongly agreed” or “agreed” that faculty pre-judged their abilities based on their perception of their identity/background (Table 69). Men Student respondents (17%, $n = 174$) were more likely than Women Student respondents (12%, $n = 245$) to “strongly agree” that they felt that faculty pre-judged their abilities based on their perception of their identity/background. Student Respondents of Color (18%, $n = 83$) were more likely than White Student respondents (13%, $n = 317$) and Multiracial Student respondents (10%, $n = 18$) to “strongly agree” that faculty pre-judged their abilities. A higher percentage of Student respondents with Other Religious/Spiritual Identities (21%, $n = 14$) than Student respondents with Christian Identities (14%, $n = 329$) and Student respondents with No Religious/Spiritual Identities (10%, $n = 67$) “strongly agreed” that faculty pre-judged their abilities. Non-U.S. Citizen Student respondents (21%, $n = 38$) were more likely than U.S. Citizen Student respondents (13%, $n = 387$) to “strongly agree” that faculty pre-judged their abilities based on their perception of their identity/background.

Thirty-two percent ($n = 1,021$) of Student respondents “strongly agreed” or “agreed” that staff pre-judged their abilities based on their perception of their identity/background. A higher percentage of Undergraduate Student respondents (20%, $n = 554$) than Graduate/Professional Student respondents (14%, $n = 54$) “agreed” that staff pre-judged their abilities. Men Student respondents (17%, $n = 175$) were more likely than Women Student respondents (11%, $n = 230$) to “strongly agree” that staff pre-judged their abilities based on their perception of their identity/background. Student Respondents of Color (18%, $n = 81$) were more likely than White Student respondents (12%, $n = 306$) to “strongly agree” that staff pre-judged their abilities. A

higher percentage of Student respondents with Christian Identities (14%, $n = 320$) than Student respondents with No Religious/Spiritual Identities (9%, $n = 66$) “strongly agreed” that staff pre-judged their abilities. Non-U.S. Citizen Student respondents (19%, $n = 33$) were more likely than U.S. Citizen Student respondents (13%, $n = 378$) to “strongly agree” that staff pre-judged their abilities based on their perception of their identity/background.

Sixty-seven percent ($n = 2,102$) of Student respondents “strongly agreed” or “agreed” that the campus climate at UTC encourages free and open discussion of difficult topics. Men Student respondents (5%, $n = 51$) were more likely than Women Student respondents (3%, $n = 56$) to “strongly disagree” that the campus climate at UTC encourages free and open discussion of difficult topics. LGBTQ Student respondents (6%, $n = 15$) were more likely than Heterosexual Student respondents (3%, $n = 88$), and Not-First-Generation Student respondents (4%, $n = 109$) were more likely than First-Generation Student respondents (2%, $n = 7$) to “strongly disagree” that the campus climate at UTC encourages free and open discussion of difficult topics. Student respondents with Multiple Disabilities (14%, $n = 17$) were more likely than Student respondents with No Disability (3%, $n = 89$) and Student respondents with a Single Disability (3%, $n = 8$) to “strongly disagree” that the campus climate at UTC encourages free and open discussion of difficult topics. Multiracial Student Respondents (8%, $n = 14$) were more likely than White Student respondents (3%, $n = 83$) and Student Respondents of Color (3%, $n = 12$) to “strongly disagree” that the campus climate at UTC encourages free and open discussion of difficult topics.

Seventy-three percent ($n = 2,298$) of Student respondents “strongly agreed” or “agreed” that the campus climate at UTC encourages free speech within the classroom. Men Student respondents (4%, $n = 43$) were more likely than Women Student respondents (2%, $n = 47$) to “strongly disagree” that the campus climate at UTC encourages free speech within the classroom. Student respondents with Multiple Disabilities (10%, $n = 12$) were more likely than Student respondents with No Disability (3%, $n = 76$) and Student respondents with a Single Disability (3%, $n = 8$) to “strongly disagree” that the campus climate at UTC encourages free speech within the classroom. A higher percentage of Student respondents with Military Service (42%, $n = 55$) than those with No Military Service (29%, $n = 872$) “strongly agreed” that the campus climate at UTC encourages free speech within the classroom.

Sixty-nine percent ($n = 2,189$) of Student respondents “strongly agreed” or “agreed” that the campus climate at UTC encourages free speech outside of the classroom. Men Student respondents (5%, $n = 53$) were more likely than Women Student respondents (2%, $n = 47$) to “strongly disagree” that the campus climate at UTC encourages free speech outside of the classroom. Student respondents with Multiple Disabilities (9%, $n = 11$) were more likely than Student respondents with No Disability (3%, $n = 85$) and Student respondents with a Single Disability (4%, $n = 11$) to “strongly disagree” that the campus climate at UTC encourages free speech outside the classroom.

Table 69. Student Respondents’ Perceptions of Campus Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|-------------|------------|-------------|----------------------------|-------------|------------|-------------|-------------------|-------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I think that faculty pre-judge my abilities based on their perception of my identity/background. | 427 | 13.5 | 637 | 20.2 | 857 | 27.1 | 858 | 27.2 | 381 | 12.1 |
| Gender identity^{lvii} | | | | | | | | | | |
| Women | 245 | 11.9 | 407 | 19.8 | 561 | 27.2 | 606 | 29.4 | 240 | 11.7 |
| Men | 174 | 16.5 | 223 | 21.1 | 285 | 27.0 | 240 | 22.7 | 133 | 12.6 |
| Racial identity^{lviii} | | | | | | | | | | |
| People of Color | 83 | 18.2 | 123 | 27.0 | 143 | 31.4 | 78 | 17.1 | 28 | 6.2 |
| White | 317 | 12.8 | 466 | 18.8 | 657 | 26.5 | 720 | 29.0 | 319 | 12.9 |
| Multiracial | 18 | 10.3 | 32 | 18.4 | 48 | 27.6 | 47 | 27.0 | 29 | 16.7 |
| Religious/spiritual identity^{lix} | | | | | | | | | | |
| Christian | 329 | 14.4 | 462 | 20.2 | 602 | 26.4 | 607 | 26.6 | 284 | 12.4 |
| Other Identity-Based | 14 | 21.2 | 8 | 12.1 | 22 | 33.3 | 13 | 19.7 | 9 | 13.6 |
| No Identity | 67 | 9.5 | 146 | 20.6 | 208 | 29.4 | 210 | 29.7 | 77 | 10.9 |
| Multiple Identities | 12 | 16.9 | 15 | 21.1 | 15 | 21.1 | 20 | 28.2 | 9 | 12.7 |
| Citizenship status^{lx} | | | | | | | | | | |
| U.S. Citizen | 387 | 13.0 | 602 | 20.2 | 795 | 26.7 | 826 | 27.7 | 368 | 12.4 |
| Non-U.S. Citizen | 38 | 21.3 | 34 | 19.1 | 62 | 34.8 | 31 | 17.4 | 13 | 7.3 |
| I think that staff pre-judge my abilities based on their perception of my identity/background. | 413 | 13.1 | 608 | 19.3 | 908 | 28.8 | 836 | 26.5 | 384 | 12.2 |
| Student status^{lxi} | | | | | | | | | | |
| Undergraduate | 372 | 13.5 | 554 | 20.0 | 88 | 28.5 | 720 | 26.0 | 330 | 11.9 |
| Graduate/Professional | 41 | 10.6 | 54 | 14.0 | 120 | 31.2 | 116 | 30.1 | 54 | 14.0 |
| Gender identity^{lxii} | | | | | | | | | | |
| Women | 230 | 11.2 | 388 | 18.9 | 598 | 29.2 | 588 | 29.2 | 246 | 12.0 |
| Men | 175 | 16.6 | 216 | 20.5 | 297 | 28.2 | 236 | 22.4 | 130 | 12.3 |

Table 69. Student Respondents' Perceptions of Campus Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|-------|------|----------------------------|------|----------|------|-------------------|------|
| | n | % | n | % | n | % | n | % | n | % |
| Racial identity^{lxiii} | | | | | | | | | | |
| People of Color | 81 | 17.8 | 114 | 25.1 | 156 | 34.4 | 75 | 16.5 | 28 | 6.2 |
| White | 306 | 12.4 | 450 | 18.2 | 691 | 28.0 | 702 | 28.4 | 321 | 13.0 |
| Multiracial | 18 | 10.4 | 30 | 17.3 | 49 | 28.3 | 47 | 27.2 | 29 | 16.8 |
| Religious/spiritual identity^{lxiv} | | | | | | | | | | |
| Christian | 320 | 14.1 | 444 | 19.6 | 630 | 27.7 | 593 | 26.1 | 284 | 12.5 |
| Other Identity-Based | 12 | 18.5 | 8 | 12.3 | 25 | 38.5 | 11 | 16.9 | 9 | 13.8 |
| No Identity | 66 | 9.3 | 138 | 19.4 | 221 | 31.1 | 206 | 29.0 | 80 | 11.3 |
| Multiple Identities | 10 | 14.1 | 13 | 18.3 | 21 | 29.6 | 18 | 25.4 | 9 | 12.7 |
| Citizenship status^{lxv} | | | | | | | | | | |
| U.S. Citizen | 378 | 12.7 | 573 | 19.3 | 848 | 28.6 | 801 | 27.0 | 370 | 12.5 |
| Non-U.S. Citizen | 33 | 18.9 | 34 | 19.4 | 60 | 34.3 | 34 | 19.4 | 14 | 8.0 |

I believe that the campus climate encourages free and open discussion of difficult topics.

821 26.0 1,281 40.5 683 21.6 259 8.2 116 3.7

| | | | | | | | | | | |
|---|-----|------|-------|------|-----|------|-----|------|-----|------|
| Gender identity^{lxvi} | | | | | | | | | | |
| Women | 525 | 25.5 | 861 | 41.8 | 451 | 21.9 | 166 | 8.1 | 56 | 2.7 |
| Men | 287 | 27.2 | 410 | 38.9 | 220 | 20.9 | 87 | 8.2 | 51 | 4.8 |
| Sexual identity^{lxvii} | | | | | | | | | | |
| LGBQ | 51 | 21.8 | 91 | 38.9 | 51 | 21.8 | 26 | 11.1 | 15 | 6.4 |
| Heterosexual | 749 | 26.7 | 1,150 | 40.9 | 603 | 21.5 | 219 | 7.8 | 88 | 3.1 |
| First-generation status^{lxviii} | | | | | | | | | | |
| First-generation | 135 | 28.8 | 175 | 37.4 | 123 | 26.3 | 28 | 6.0 | 7 | 1.5 |
| Not-First-Generation | 685 | 25.5 | 1,106 | 41.1 | 559 | 20.8 | 231 | 8.6 | 109 | 4.1 |
| Disability status^{lxix} | | | | | | | | | | |
| Single Disability | 65 | 24.6 | 93 | 35.2 | 65 | 24.6 | 33 | 12.5 | 8 | 3.0 |
| No Disability | 738 | 26.9 | 1,125 | 40.9 | 586 | 21.3 | 210 | 7.6 | 89 | 3.2 |
| Multiple Disabilities | 13 | 10.4 | 52 | 41.6 | 27 | 21.6 | 16 | 12.8 | 17 | 13.6 |
| Racial identity^{lxx} | | | | | | | | | | |
| People of Color | 114 | 25.0 | 184 | 40.4 | 108 | 23.7 | 38 | 8.3 | 12 | 2.6 |
| White | 667 | 26.9 | 1,004 | 40.5 | 529 | 21.3 | 196 | 7.9 | 83 | 3.3 |
| Multiracial | 33 | 19.0 | 73 | 42.0 | 34 | 19.5 | 20 | 11.5 | 14 | 8.0 |

I believe that the campus climate encourages free speech within the classroom.

929 29.4 1,369 43.4 583 18.5 176 5.6 98 3.1

| | | | | | | | | | | |
|--|-----|------|-------|------|-----|------|-----|------|----|-----|
| Gender identity^{lxxi} | | | | | | | | | | |
| Women | 593 | 28.8 | 918 | 44.6 | 385 | 18.7 | 114 | 5.5 | 47 | 2.3 |
| Men | 324 | 30.8 | 439 | 41.7 | 190 | 18.1 | 56 | 5.3 | 43 | 4.1 |
| Disability status^{lxxii} | | | | | | | | | | |
| Single Disability | 75 | 28.3 | 107 | 40.4 | 61 | 23.0 | 14 | 5.3 | 8 | 3.0 |
| No Disability | 824 | 30.1 | 1,197 | 43.7 | 496 | 18.1 | 148 | 5.4 | 76 | 2.8 |
| Multiple Disabilities | 23 | 18.3 | 55 | 43.7 | 23 | 18.3 | 13 | 10.3 | 12 | 9.5 |

Table 69. Student Respondents’ Perceptions of Campus Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | | |
|---|----------------|-------------|--------------|-------------|----------------------------|-------------|------------|------------|-------------------|------------|--|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | |
| Military service^{lxxiii} | | | | | | | | | | | |
| Military | 55 | 42.0 | 52 | 39.7 | 16 | 12.2 | 5 | 3.8 | < 5 | --- | |
| No Military | 872 | 28.9 | 1,316 | 43.6 | 565 | 18.7 | 171 | 5.7 | 95 | 3.1 | |
| I believe that the campus climate encourages free speech outside of the classroom. | | | | | | | | | | | |
| | 874 | 27.7 | 1,315 | 41.6 | 658 | 20.8 | 202 | 6.4 | 109 | 3.5 | |
| Gender identity^{lxxiv} | | | | | | | | | | | |
| Women | 565 | 27.5 | 879 | 42.8 | 440 | 21.4 | 124 | 6.0 | 47 | 2.3 | |
| Men | 301 | 28.4 | 426 | 40.3 | 204 | 19.3 | 74 | 7.0 | 53 | 5.0 | |
| First-generation status^{lxxv} | | | | | | | | | | | |
| First-generation | 143 | 30.5 | 188 | 40.1 | 113 | 24.1 | 21 | 4.5 | < 5 | --- | |
| Not-first-generation | 731 | 27.2 | 1,127 | 41.9 | 544 | 20.2 | 181 | 6.7 | 105 | 3.9 | |
| Disability status^{lxxvi} | | | | | | | | | | | |
| Single Disability | 69 | 25.9 | 103 | 38.7 | 62 | 23.3 | 21 | 7.9 | 11 | 4.1 | |
| No Disability | 783 | 28.5 | 1,148 | 41.8 | 566 | 20.6 | 163 | 5.9 | 85 | 3.1 | |
| Multiple Disabilities | 17 | 13.6 | 52 | 41.6 | 27 | 21.6 | 18 | 14.4 | 11 | 8.8 | |

Forty-nine percent ($n = 1,539$) of Student respondents “strongly agreed” or “agreed” that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 70). LGBQ Student respondents (7%, $n = 16$) were more likely than Heterosexual Student respondents (3%, $n = 79$) to “strongly disagree” that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Student respondents with Multiple Disabilities (11%, $n = 14$) were more likely than Student respondents with No Disability (3%, $n = 73$) and Student respondents with a Single Disability (5%, $n = 14$) to “strongly disagree” that senior administrators have taken such direct actions. Student Respondents with Christian Identities (20%, $n = 460$) were more likely than Student respondents with No Religious/Spiritual Identities (15%, $n = 109$) to “strongly disagree” that senior administrators have taken direct actions to address the needs of at-risk/underserved students.

Fifty-three percent ($n = 1,682$) of Student respondents “strongly agreed” or “agreed” that faculty have taken direct actions to address the needs of at-risk/underserved students. Undergraduate Student respondents (6%, $n = 161$) were more likely than Graduate/Professional Student respondents (3%, $n = 13$) to “disagree” that faculty have taken direct actions to address the needs

of at-risk/underserved students. Student respondents with Multiple Disabilities (8%, $n = 11$) were much less likely than Student respondents with No Disability (21%, $n = 567$) and Student respondents with a Single Disability (20%, $n = 52$) to “strongly agree” that faculty have taken such direct actions. A higher percentage of White Student respondents (21%, $n = 520$) than Multiracial Student respondents (13%, $n = 23$) “strongly disagreed” that faculty have taken direct actions to address the needs of at-risk/underserved students. Student Respondents with Multiple Identities (9%, $n = 6$) were more likely than Student respondents with No Religious/Spiritual Identities (3%, $n = 19$) and Student respondents with Christian Identities (2%, $n = 49$) to “strongly disagree” that faculty have taken direct actions to address the needs of at-risk/underserved students.

Table 70. Student Respondents’ Perceptions of Direct Actions Taken

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|-------------|--------------|-------------|----------------------------|-------------|------------|------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Senior administrators have taken direct actions to address the needs of at-risk/underserved students. | 594 | 18.8 | 945 | 29.9 | 1,330 | 42.1 | 185 | 5.9 | 106 | 3.4 |
| Sexual identity^{lxxvii} | | | | | | | | | | |
| LGBQ | 43 | 18.4 | 58 | 24.8 | 99 | 42.3 | 18 | 7.7 | 16 | 6.8 |
| Heterosexual | 525 | 18.7 | 861 | 30.7 | 1,184 | 42.2 | 160 | 5.7 | 79 | 2.8 |
| Disability status^{lxxviii} | | | | | | | | | | |
| Single Disability | 47 | 17.7 | 68 | 25.6 | 106 | 39.8 | 31 | 11.7 | 14 | 5.3 |
| No Disability | 535 | 19.5 | 835 | 30.4 | 1,161 | 42.3 | 143 | 5.2 | 73 | 2.7 |
| Multiple Disabilities | 8 | 6.4 | 36 | 28.8 | 56 | 44.8 | 11 | 8.8 | 14 | 11.2 |
| Racial identity^{lxxix} | | | | | | | | | | |
| People of Color | 81 | 17.7 | 145 | 31.7 | 182 | 39.8 | 30 | 6.6 | 19 | 4.2 |
| White | 480 | 19.4 | 740 | 29.9 | 1,053 | 42.5 | 139 | 5.6 | 66 | 2.7 |
| Multiracial | 25 | 14.4 | 40 | 23.0 | 79 | 45.4 | 13 | 7.5 | 17 | 9.8 |
| Religious/spiritual identity^{lxxx} | | | | | | | | | | |
| Christian | 460 | 20.2 | 717 | 31.4 | 913 | 40.0 | 124 | 5.4 | 67 | 2.9 |
| Other Identity-Based | 12 | 18.2 | 13 | 19.7 | 32 | 48.5 | 5 | 7.6 | < 5 | --- |
| No Identity | 109 | 15.3 | 190 | 26.7 | 335 | 47.1 | 50 | 7.0 | 28 | 3.9 |
| Multiple Identities | 8 | 11.3 | 18 | 25.4 | 34 | 47.9 | 5 | 7.0 | 6 | 8.5 |
| Faculty have taken direct actions to address the needs of at-risk/underserved students. | 635 | 20.2 | 1,047 | 33.2 | 1,217 | 38.6 | 174 | 5.5 | 76 | 2.4 |
| Student status^{lxxxi} | | | | | | | | | | |
| Undergraduate | 554 | 20.1 | 925 | 33.5 | 1,051 | 38.0 | 161 | 5.8 | 72 | 2.6 |
| Graduate/professional | 81 | 21.0 | 122 | 31.6 | 166 | 43.0 | 13 | 3.4 | < 5 | --- |

Table 70. Student Respondents’ Perceptions of Direct Actions Taken

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Disability status^{lxxxii} | | | | | | | | | | |
| Single Disability | 52 | 19.5 | 75 | 28.2 | 101 | 38.0 | 30 | 11.3 | 8 | 3.0 |
| No Disability | 567 | 20.7 | 922 | 33.7 | 1,065 | 38.9 | 131 | 4.8 | 51 | 1.9 |
| Multiple Disabilities | 11 | 8.8 | 45 | 36.0 | 44 | 35.2 | 12 | 9.6 | 13 | 10.4 |
| Racial identity^{lxxxiii} | | | | | | | | | | |
| People of Color | 84 | 18.5 | 151 | 33.3 | 183 | 40.3 | 20 | 4.4 | 16 | 3.5 |
| White | 520 | 21.0 | 824 | 33.3 | 946 | 38.3 | 137 | 5.5 | 44 | 1.8 |
| Multiracial | 23 | 13.3 | 50 | 28.9 | 72 | 41.6 | 15 | 8.7 | 13 | 7.5 |
| Religious/spiritual identity^{lxxxiv} | | | | | | | | | | |
| Christian | 489 | 21.5 | 767 | 33.8 | 844 | 37.2 | 122 | 5.4 | 49 | 2.2 |
| Other Identity-Based | 11 | 16.7 | 18 | 27.3 | 31 | 47.0 | 5 | 7.6 | < 5 | --- |
| No Identity | 121 | 17.0 | 234 | 32.9 | 296 | 41.6 | 41 | 5.8 | 19 | 2.7 |
| Multiple Identities | 9 | 12.7 | 18 | 25.4 | 32 | 45.1 | 6 | 8.5 | 6 | 8.5 |

Students have taken direct actions to address the needs of at-risk/underserved students.

627 19.9 1,019 32.4 1,268 40.3 150 4.8 81 2.6

| | | | | | | | | | | |
|--|-----|------|-----|------|-------|------|-----|------|-----|------|
| Student status^{lxxxv} | | | | | | | | | | |
| Undergraduate | 550 | 19.9 | 899 | 32.6 | 1,089 | 39.5 | 145 | 5.3 | 75 | 2.7 |
| Graduate/professional | 77 | 19.9 | 120 | 31.0 | 179 | 46.3 | 5 | 1.3 | 6 | 1.6 |
| Sexual identity^{lxxxvi} | | | | | | | | | | |
| LGBQ | 45 | 19.2 | 69 | 29.5 | 94 | 40.2 | 12 | 5.1 | 14 | 6.0 |
| Heterosexual | 557 | 19.9 | 916 | 32.8 | 1,138 | 40.7 | 130 | 4.7 | 54 | 1.9 |
| Disability status^{lxxxvii} | | | | | | | | | | |
| Single Disability | 51 | 19.3 | 75 | 28.4 | 106 | 40.2 | 24 | 9.1 | 8 | 3.0 |
| No Disability | 557 | 20.4 | 898 | 32.8 | 1,108 | 40.5 | 115 | 4.2 | 56 | 2.0 |
| Multiple Disabilities | 14 | 11.2 | 38 | 30.4 | 49 | 39.2 | 11 | 8.8 | 13 | 10.4 |
| Racial identity^{lxxxviii} | | | | | | | | | | |
| People of Color | 89 | 19.6 | 148 | 32.6 | 182 | 40.1 | 18 | 4.0 | 17 | 3.7 |
| White | 507 | 20.6 | 802 | 32.5 | 992 | 40.2 | 121 | 4.9 | 45 | 1.8 |
| Multiracial | 23 | 13.3 | 51 | 29.5 | 76 | 43.9 | 10 | 5.8 | 13 | 7.5 |
| Religious/spiritual identity^{lxxxix} | | | | | | | | | | |
| Christian | 493 | 21.7 | 750 | 33.0 | 880 | 38.7 | 100 | 4.4 | 49 | 2.2 |
| Other Identity-Based | 11 | 16.7 | 18 | 27.3 | 29 | 43.9 | 6 | 9.1 | < 5 | --- |
| No Identity | 108 | 15.3 | 225 | 31.9 | 314 | 44.5 | 36 | 5.1 | 23 | 3.3 |
| Multiple Identities | 11 | 15.5 | 18 | 25.4 | 28 | 39.4 | 8 | 11.3 | 6 | 8.5 |

Seventy-one percent ($n = 2,240$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models (Figure 47). Significant differences existed by select demographics. LGBQ Student respondents (44%, $n = 102$) were more likely than

Heterosexual Student respondents (34%, $n = 951$) to “strongly agree” that they had faculty who they perceived as role models.^{xc}

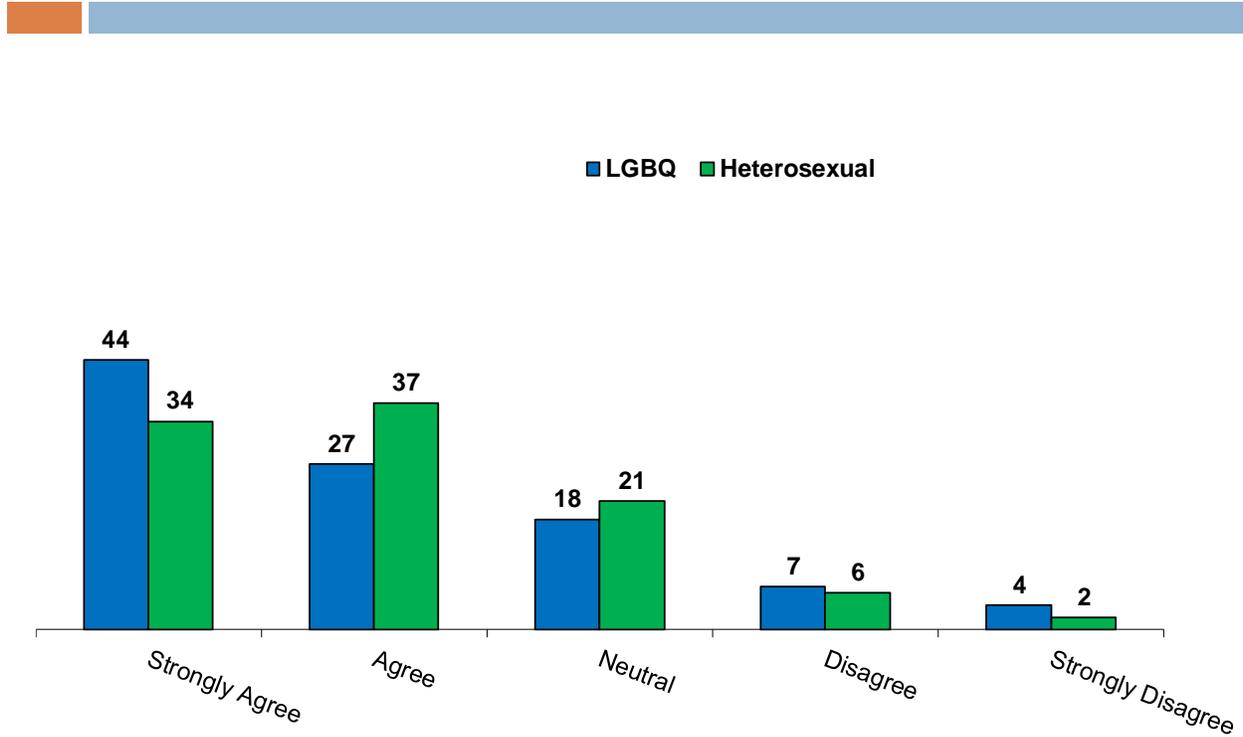


Figure 47. Student Respondents Who Had Faculty They Perceived As Role Models, by Sexual Identity (%)

Student respondents with Multiple Disabilities (8%, $n = 10$) were more likely than Student respondents with No Disability (2%, $n = 58$) to “strongly disagree” that they had faculty who they perceived as role models (Figure 48).^{xcii}

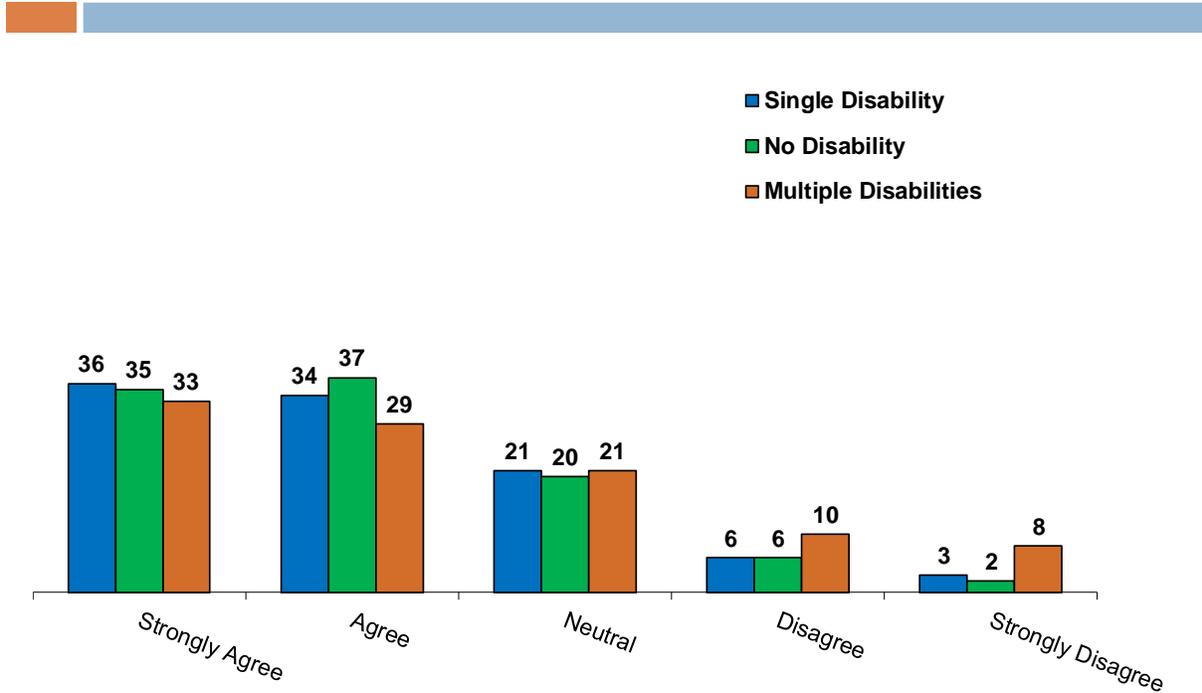


Figure 48. Student Respondents Who Had Faculty They Perceived As Role Models, by Disability Status (%)

Sixty percent ($n = 1,884$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models (Figure 49). Significant differences existed by select demographics. LGBQ Student respondents (6%, $n = 13$) were twice as likely as Heterosexual Student respondents (3%, $n = 78$) to “strongly disagree” that they had staff who they perceived as role models.^{xvii}

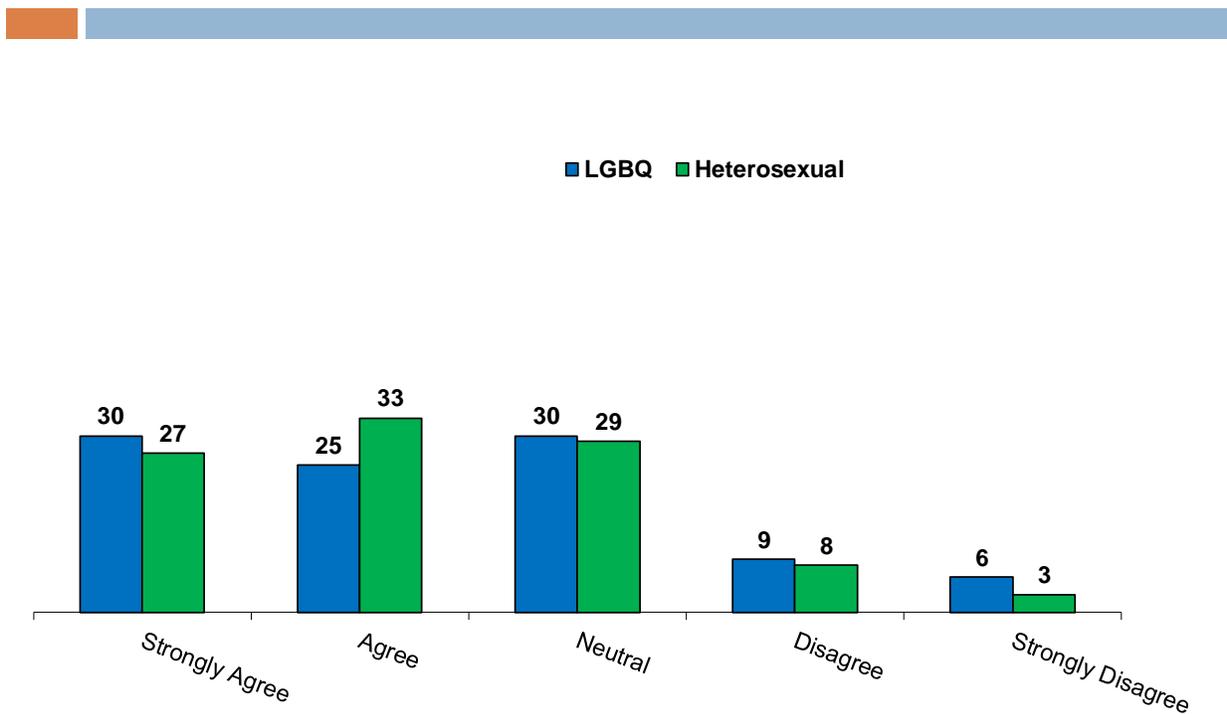


Figure 49. Student Respondents Who Had Staff They Perceived As Role Models, by Sexual Identity (%)

Not-First-Generation Student respondents (3%, $n = 91$) were more likely than First-Generation Student respondents (2%, $n = 91$) to “strongly disagree” that they had staff who they perceived as role models (Figure 50).^{xciii}

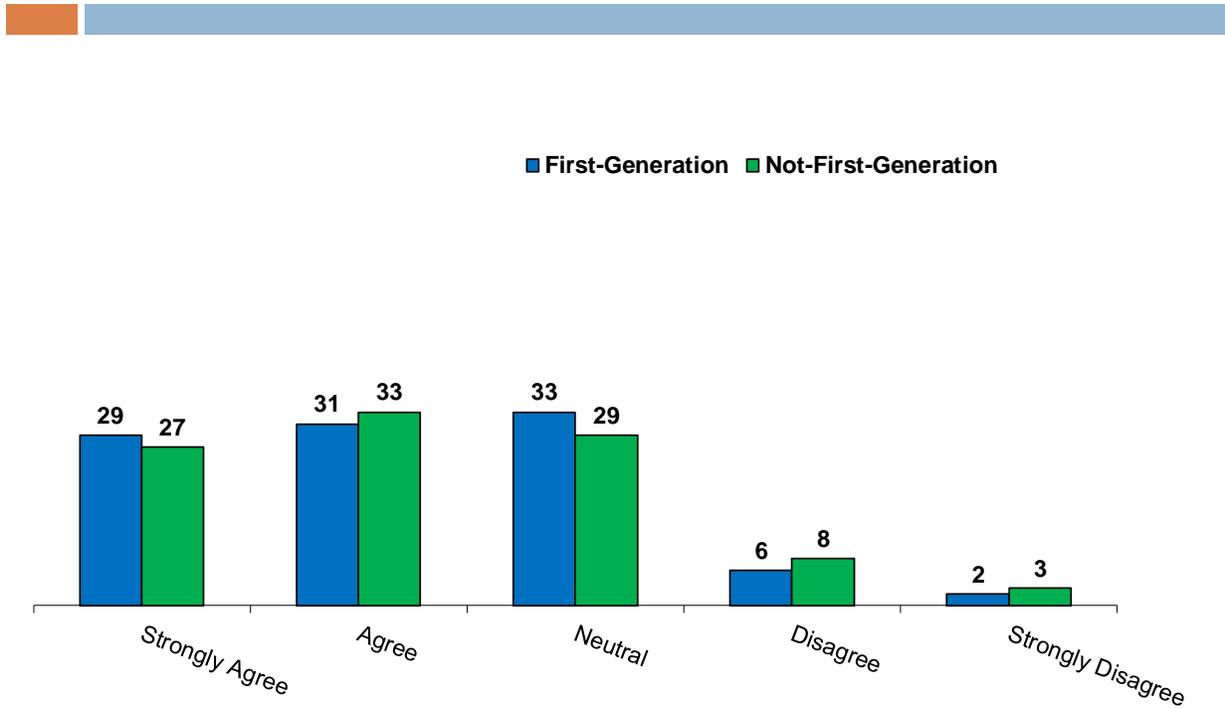


Figure 50. Student Respondents Who Had Staff They Perceived As Role Models, by First-Generation Status (%)

Student respondents with Multiple Disabilities (9%, $n = 11$) were three times more likely than Student respondents with No Disability (3%, $n = 71$) to “strongly disagree” that they had staff who they perceived as role models (Figure 51).^{xciv}

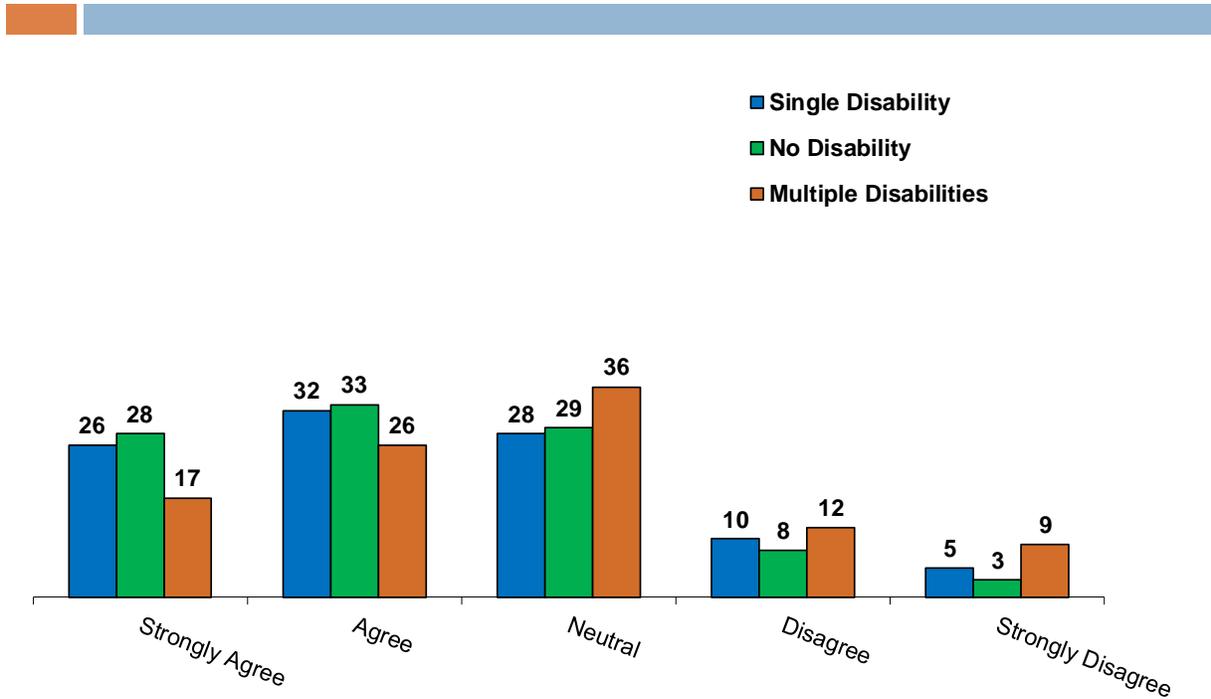


Figure 51. Student Respondents Who Had Staff They Perceived As Role Models, by Disability Status (%)

Sixty-two percent ($n = 1,950$) of Student respondents “strongly agreed” or “agreed” that they had students whom they perceived as role models (Figure 52). Significant differences existed by select demographics. Women Student respondents (37%, $n = 767$) were more likely than Men Student respondents (33%, $n = 342$) to “agree” that they had students who they perceived as role models.^{xv}

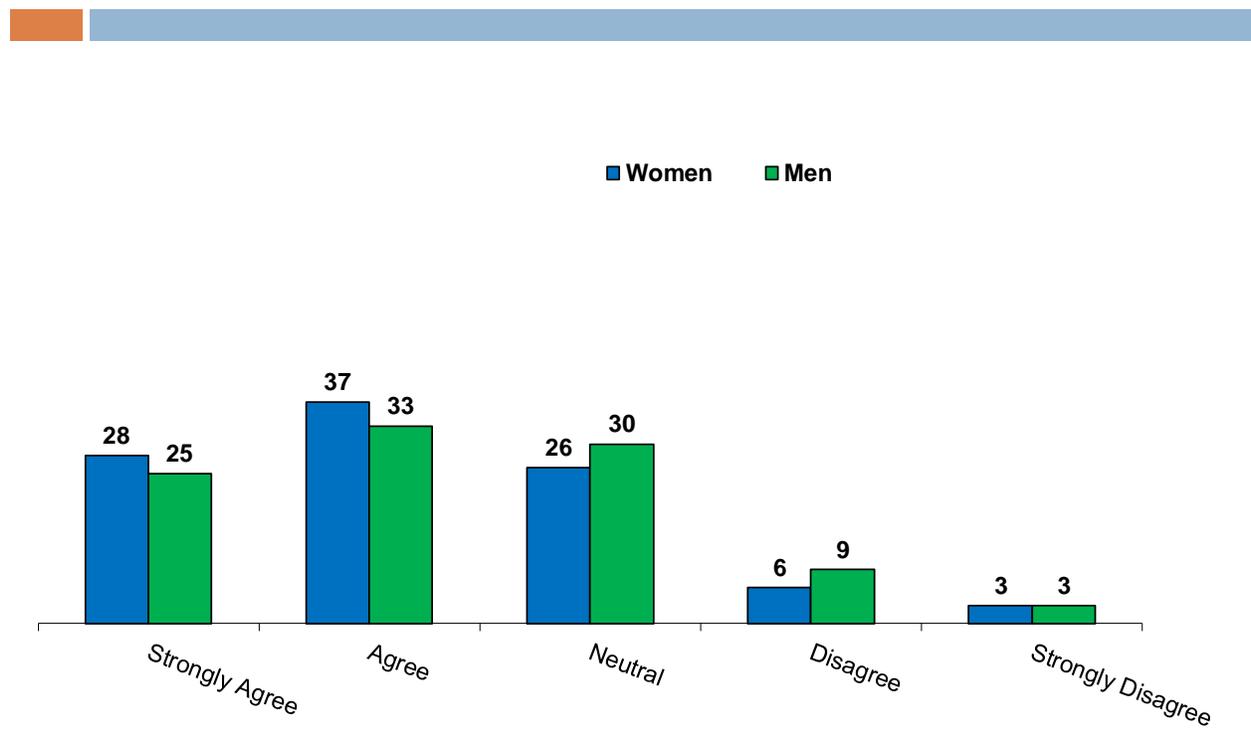


Figure 52. Student Respondents Who Had Students They Perceived As Role Models, by Gender Identity (%)

Not-Low-Income Student respondents (37%, $n = 885$) were more likely than Low-Income Student respondents (33%, $n = 218$) to “agree” that they had students who they perceived as role models (Figure 53).^{xvii}

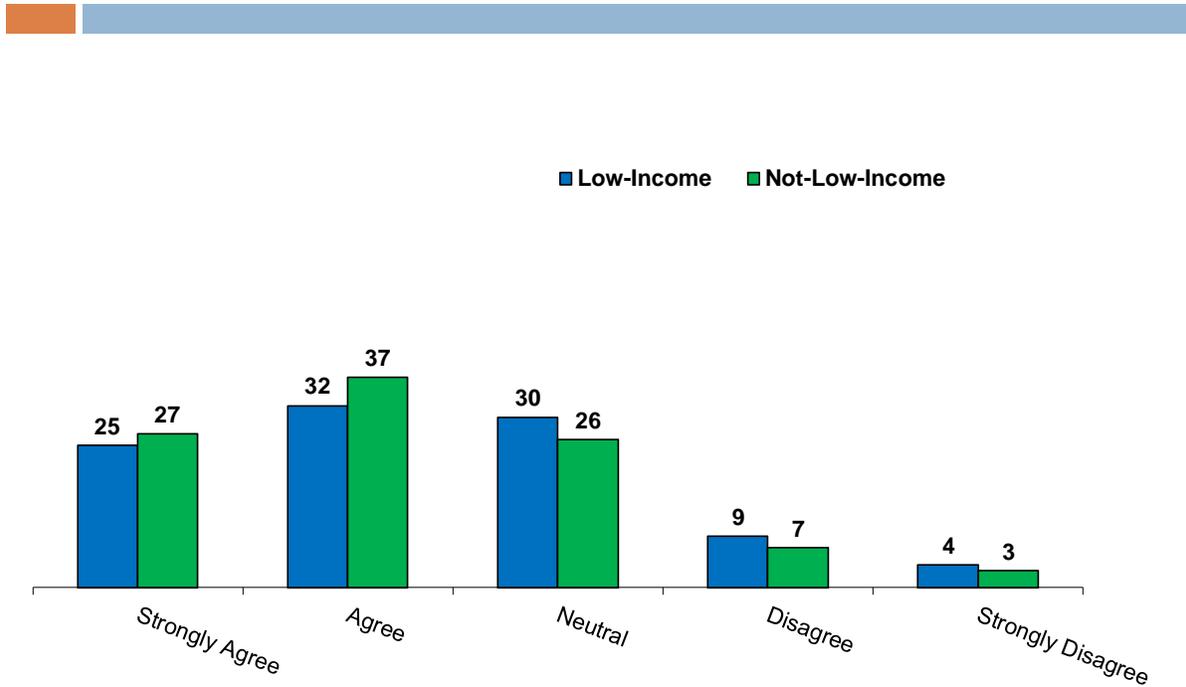


Figure 53. Student Respondents Who Had Students They Perceived As Role Models, by Income Status (%)

Student respondents with Multiple Disabilities (11%, $n = 14$) were more than three times more likely than Student respondents with No Disability (3%, $n = 72$) and Student respondents with a Single Disability (3%, $n = 9$) to “strongly disagree” that they had students who they perceived as role models (Figure 54).^{xvii}

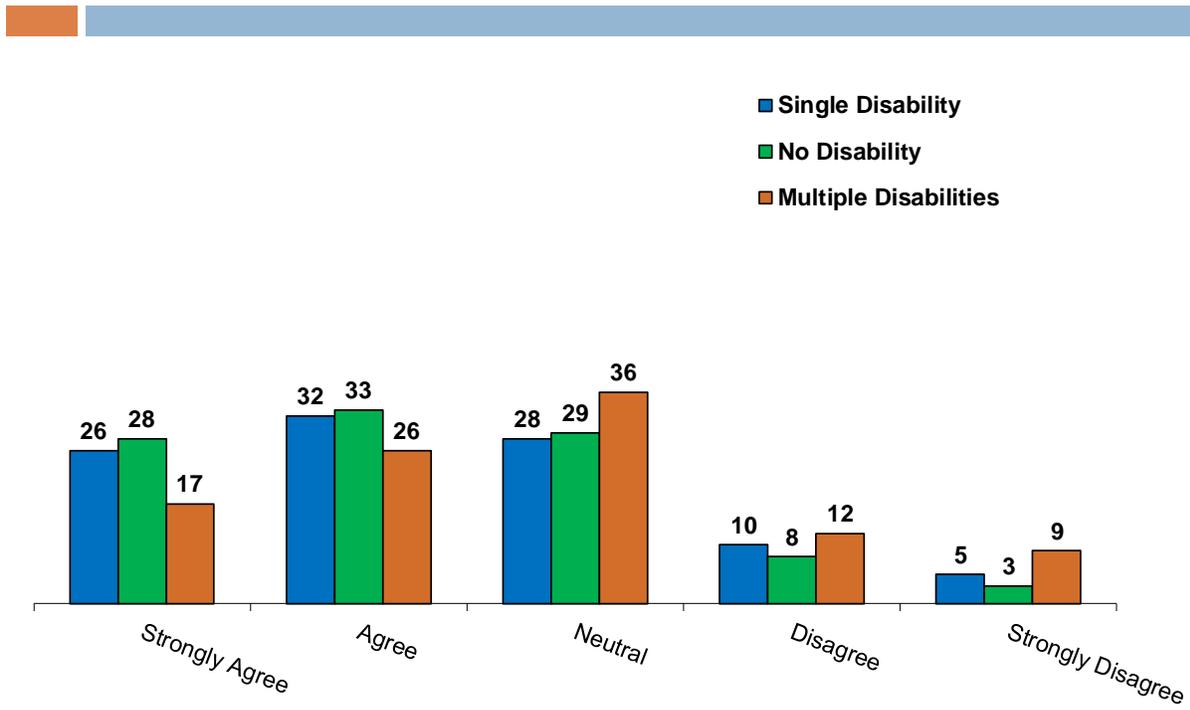


Figure 54. Student Respondents Who Had Students They Perceived As Role Models, by Disability Status (%)

Student respondents with Multiple Religious/Spiritual Identities (10%, $n = 7$) were more than three times as likely as Student respondents with Christian Identities (3%, $n = 57$) to “strongly disagree” that they had students who they perceived as role models (Figure 55).^{xviii}

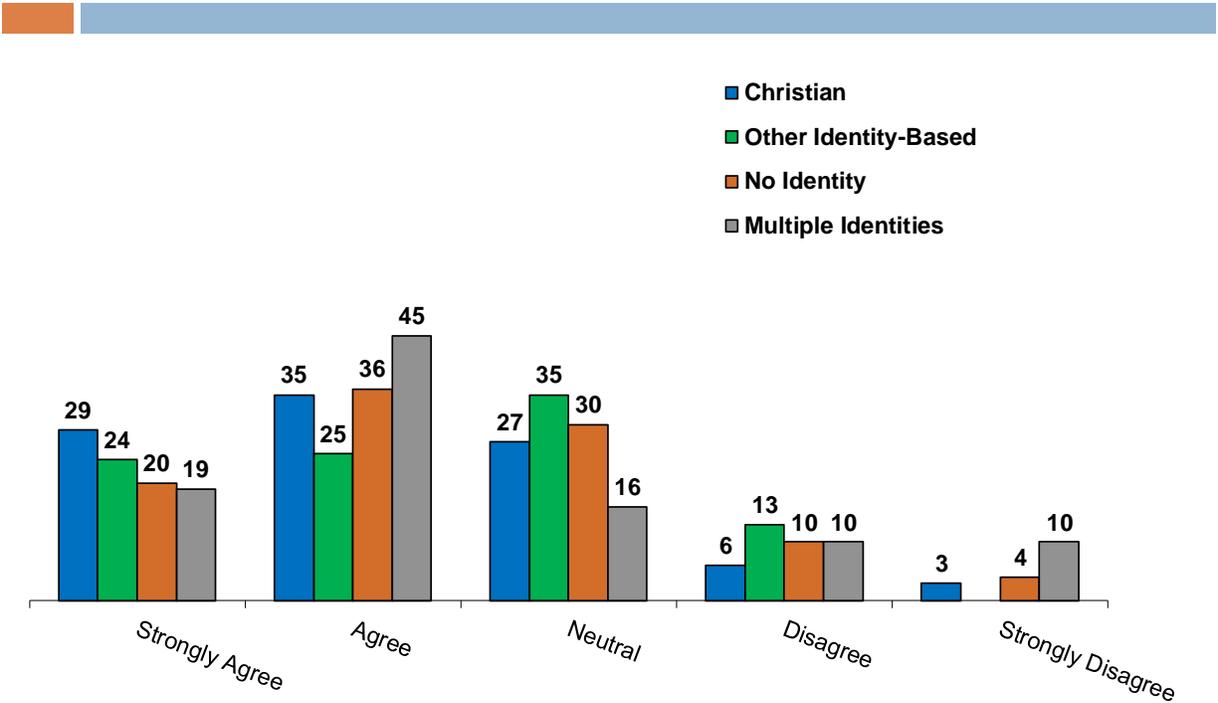


Figure 55. Student Respondents Who Had Students They Perceived As Role Models, by Religious/Spiritual Identity (%)

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- ^{xxviii}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they will leave UTC without meeting their academic goal by student status: $\chi^2(4, N = 3,230) = 36.6, p < .001$.
- ^{xxix}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they will leave UTC without meeting their academic goal by gender identity: $\chi^2(4, N = 3,184) = 18.9, p < .01$.
- ^{xxx}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they will leave UTC without meeting their academic goal by disability status: $\chi^2(4, N = 3,207) = 30.3, p < .001$.
- ^{xxxi}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they will leave UTC without meeting their academic goal by racial identity: $\chi^2(8, N = 3,171) = 37.6, p < .001$.
- ^{xxxii}A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they will leave UTC without meeting their academic goal by citizenship status: $\chi^2(4, N = 3,224) = 23.0, p < .001$.
- ^{xxxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC faculty by student status: $\chi^2(4, N = 3,178) = 13.2, p = .01$.
- ^{xxxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC faculty by gender identity: $\chi^2(4, N = 3,132) = 9.7, p < .05$.
- ^{xxxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC faculty by disability status: $\chi^2(8, N = 3,155) = 43.0, p < .001$.
- ^{xxxvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC faculty by religious/spiritual identity: $\chi^2(12, N = 3,146) = 37.4, p < .001$.
- ^{xxxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC staff by disability status: $\chi^2(8, N = 3,139) = 38.7, p < .001$.
- ^{xxxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC staff by religious/spiritual identity: $\chi^2(12, N = 3,131) = 34.0, p < .01$.
- ^{xxxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC senior administrators by gender identity: $\chi^2(4, N = 3,114) = 24.5, p < .001$.
- ^{xl}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC senior administrators by sexual identity: $\chi^2(4, N = 3,042) = 12.4, p < .05$.
- ^{xli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC senior administrators by disability status: $\chi^2(8, N = 3,137) = 45.5, p < .001$.
- ^{xlii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UTC senior administrators by religious/spiritual identity: $\chi^2(12, N = 3,129) = 56.2, p < .001$.
- ^{xliii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 3,167) = 11.7, p < .05$.
- ^{xliv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(4, N = 3,121) = 10.6, p < .05$.
- ^{xlv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(8, N = 3,144) = 56.0, p < .001$.
- ^{xlvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by religious/spiritual identity: $\chi^2(12, N = 3,135) = 35.2, p < .001$.
- ^{xlvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by student status: $\chi^2(4, N = 3,164) = 42.0, p < .001$.
- ^{xlviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(4, N = 3,118) = 12.7, p < .05$.
- ^{xlix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(4, N = 3,047) = 20.6, p < .001$.
- ^lA chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 3,141) = 93.9, p < .001$.
- ^{li}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(8, N = 3,111) = 16.3, p < .05$.
- ^{lii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious/spiritual identity: $\chi^2(12, N = 3,133) = 55.0, p < .001$.
- ^{liii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by student status: $\chi^2(4, N = 3,128) = 26.0, p < .001$.

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- ^{liv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by sexual identity: $\chi^2(4, N = 3,012) = 14.7, p < 01$.
- ^{lv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(8, N = 3,105) = 63.3, p < 001$.
- ^{lvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by religious/spiritual identity: $\chi^2(12, N = 3,098) = 63.9, p < 001$.
- ^{lvii}A chi-square test was conducted to compare percentages of Student respondents who felt faculty pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 3,114) = 23.6, p < 001$.
- ^{lviii}A chi-square test was conducted to compare percentages of Student respondents who felt faculty pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 3,108) = 64.1, p < 001$.
- ^{lix}A chi-square test was conducted to compare percentages of Student respondents who felt faculty pre-judged their abilities based on their perception of their identity/background by religious/spiritual identity: $\chi^2(12, N = 3,129) = 23.9, p < 05$.
- ^{lx}A chi-square test was conducted to compare percentages of Student respondents who felt faculty pre-judged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 3,156) = 23.0, p < 001$.
- ^{lxi}A chi-square test was conducted to compare percentages of Student respondents who felt staff pre-judged their abilities based on their perception of their identity/background by student status: $\chi^2(4, N = 3,149) = 12.5, p < 05$.
- ^{lxii}A chi-square test was conducted to compare percentages of Student respondents who felt staff pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 3,104) = 27.0, p < 001$.
- ^{lxiii}A chi-square test was conducted to compare percentages of Student respondents who felt staff pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 3,097) = 63.2, p < 001$.
- ^{lxiv}A chi-square test was conducted to compare percentages of Student respondents who felt staff pre-judged their abilities based on their perception of their identity/background by religious/spiritual identity: $\chi^2(12, N = 3,118) = 22.0, p < 05$.
- ^{lxv}A chi-square test was conducted to compare percentages of Student respondents who felt staff pre-judged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 3,145) = 12.9, p < 05$.
- ^{lxvi}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by gender identity: $\chi^2(4, N = 3,114) = 11.7, p < 05$.
- ^{lxvii}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by sexual identity: $\chi^2(4, N = 3,043) = 12.0, p < 05$.
- ^{lxviii}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by first-generation status: $\chi^2(4, N = 3,158) = 19.1, p < 05$.
- ^{lix}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by disability status: $\chi^2(8, N = 3,137) = 61.6, p < 001$.
- ^{lxx}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by racial identity: $\chi^2(8, N = 3,109) = 19.6, p < 05$.
- ^{lxxi}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by gender identity: $\chi^2(4, N = 3,109) = 10.3, p < 05$.
- ^{lxxii}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by disability status: $\chi^2(8, N = 3,132) = 32.8, p < 001$.
- ^{lxxiii}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by military service: $\chi^2(4, N = 3,150) = 11.7, p < 05$.
- ^{lxxiv}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free speech outside of the classroom by gender identity: $\chi^2(4, N = 3,113) = 19.9, p < 01$.
- ^{lxxv}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free speech outside of the classroom by first-generation status: $\chi^2(4, N = 3,157) = 18.7, p < 01$.
- ^{lxxvi}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free speech outside of the classroom by disability status: $\chi^2(8, N = 3,136) = 37.5, p < 001$.
- ^{lxxvii}A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by sexual identity: $\chi^2(4, N = 3,043) = 15.2, p < 01$.

^{lxxviii}A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 3,138) = 63.4, p < 001$.

^{lxxix}A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by racial identity: $\chi^2(8, N = 3,109) = 35.6, p < 001$.

^{lxxx}A chi-square test was conducted to compare percentages of Student respondents who believed that senior administrators had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: $\chi^2(12, N = 3,130) = 35.4, p < 001$.

^{lxxxi}A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by student status: $\chi^2(4, N = 3,149) = 9.8, p < 05$.

^{lxxxii}A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 3,127) = 72.3, p < 001$.

^{lxxxiii}A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by racial identity: $\chi^2(8, N = 3,098) = 37.1, p < 001$.

^{lxxxiv}A chi-square test was conducted to compare percentages of Student respondents who believed that faculty had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: $\chi^2(12, N = 3,119) = 28.6, p < 01$.

^{lxxxv}A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by student status: $\chi^2(4, N = 3,145) = 17.1, p < 01$.

^{lxxxvi}A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by sexual identity: $\chi^2(4, N = 3,029) = 16.7, p < 01$.

^{lxxxvii}A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 3,123) = 57.3, p < 001$.

^{lxxxviii}A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by racial identity: $\chi^2(8, N = 3,094) = 31.8, p < 001$.

^{lxxxix}A chi-square test was conducted to compare percentages of Student respondents who believed that students had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: $\chi^2(12, N = 3,115) = 40.8, p < 001$.

^{xc}A chi-square test was conducted to compare percentages of Student respondents who had faculty who they perceived as role models by sexual identity: $\chi^2(4, N = 3,047) = 15.1, p < 01$.

^{xcⁱ}A chi-square test was conducted to compare percentages of Student respondents who had faculty who they perceived as role models by disability status: $\chi^2(8, N = 3,142) = 23.2, p < 01$.

^{xcⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who had staff who they perceived as role models by sexual identity: $\chi^2(4, N = 3,043) = 12.0, p < 05$.

^{xcⁱⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who had staff who they perceived as role models by first-generation status: $\chi^2(4, N = 3,159) = 11.0, p < 05$.

^{xc^{iv}}A chi-square test was conducted to compare percentages of Student respondents who had staff who they perceived as role models by disability status: $\chi^2(8, N = 3,138) = 31.3, p < 001$.

^{xc^v}A chi-square test was conducted to compare percentages of Student respondents who had students who they perceived as role models by gender identity: $\chi^2(4, N = 3,099) = 19.4, p < 01$.

^{xc^{vi}}A chi-square test was conducted to compare percentages of Student respondents who had students who they perceived as role models by income status: $\chi^2(4, N = 3,090) = 12.4, p < 05$.

^{xc^{vii}}A chi-square test was conducted to compare percentages of Student respondents who had students who they perceived as role models by disability status: $\chi^2(8, N = 3,121) = 39.6, p < 001$.

^{xc^{viii}}A chi-square test was conducted to compare percentages of Student respondents who had students who they perceived as role models by religious/spiritual identity: $\chi^2(12, N = 3,114) = 57.9, p < 001$.

Student Respondents' Views on Advising and Departmental Support

Three survey items queried Student respondents about their opinions regarding various issues specific to advising and departmental support (Tables 71 through 73). Chi-square analyses were conducted by student status, gender identity,⁵⁶ sexual identity,⁵⁷ racial identity, disability status, religious/spiritual identity, citizenship status, military service, income status, and first-generation status; only significant differences are reported.

Table 71 illustrates that the majority of Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments (83%, $n = 2,688$). Men Student respondents (45%, $n = 490$) were more likely than Women Student respondents (41%, $n = 866$) to “strongly agree” that they were satisfied with the quality of advising. A higher percentage of Student respondents with No Disability (44%, $n = 1,222$) “strongly agreed” that they were satisfied with the quality of advising they have received from their departments than Student respondents with Multiple Disabilities (28%, $n = 35$). Multiracial Student Respondents (10%, $n = 17$) were more likely than White Student respondents (5%, $n = 129$) to “strongly disagree” that they were satisfied with the quality of advising. Student respondents with Multiple Religious/Spiritual Identities (14%, $n = 10$) were more likely than other Religious/Spiritual Identity groups to “strongly disagree” that they were satisfied with the quality of advising they have received from their departments. Student respondents with Military Service (52%, $n = 69$) were more likely than Student respondents with No Military Service (42%, $n = 1,297$) to “strongly agree” that they were satisfied with the quality of advising they have received from their departments.

Eighty-four percent ($n = 2,701$) of Student respondents “strongly agreed” or “agreed” that their department advisor provided clear expectations. Women Student respondents (13%, $n = 281$) were more likely than Men Student respondents (10%, $n = 103$) to “disagree” that their department advisor provided clear expectations. A higher percentage of Student respondents with Multiple Disabilities (8%, $n = 10$) “strongly disagreed” that their department advisor provided

⁵⁶As noted earlier, per the LCST, gender identity was categorized to only Men and Women to maintain response confidentiality.

⁵⁷As noted earlier, per the LCST, sexual identity was categorized to only LGBTQ and Heterosexual to maintain response confidentiality.

clear expectations than Student respondents with No Disability (3%, $n = 96$). Student respondents with Multiple Religious/Spiritual Identities (15%, $n = 11$) were more likely than Student Respondents with No Religious/Spiritual Identity (3%, $n = 23$) to “strongly disagree” that their department advisor provided clear expectations. Student respondents with Military Service (53%, $n = 71$) were more likely than Student respondents with No Military Service (42%, $n = 1,295$) to “strongly agree” that their department advisor provided clear expectations.

Seventy-eight percent ($n = 2,501$) of Student respondents “strongly agreed” or “agreed” that they received support from their advisors to pursue personal research interests. A higher percentage of Student respondents with No Disability (38%, $n = 1,059$) “strongly agreed” that they received support from their advisors to pursue personal research interests than Student respondents with Multiple Disabilities (24%, $n = 30$). Student respondents with Multiple Religious/Spiritual Identities (14%, $n = 10$) were more likely than Student Respondents with Christian Religious/Spiritual Identities (5%, $n = 109$) to “strongly disagree” that they received support from their advisors to pursue personal research interests. Student respondents with Military Service (48%, $n = 64$) were more likely than Student respondents with No Military Service (37%, $n = 1,124$) to “strongly agree” that they received support from their advisors to pursue personal research interests.

Ninety percent ($n = 2,872$) of Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisors. A lower percentage of Student respondents with No Disability (3%, $n = 75$) “strongly disagreed” that they felt comfortable sharing their professional goals with their advisors than Student respondents with Multiple Disabilities (11%, $n = 13$) and Student respondents with a Single Disability (7%, $n = 18$). Multiracial Student respondents (7%, $n = 12$) were more likely than White Student Respondents (3%, $n = 80$) and Student Respondents of Color (2%, $n = 11$) to “strongly disagree” that they felt comfortable sharing their professional goals with their advisors. Student respondents with Military Service (61%, $n = 80$) were more likely than Student respondents with No Military Service (49%, $n = 1,489$) to “strongly agree” that they felt comfortable sharing their professional goals with their advisors.

Table 71. Student Respondents' Perceptions of Advising

| Perceptions | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|--|----------------|-------------|--------------|-------------|------------|-------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am satisfied with the quality of advising I have received from my department. | 1,369 | 42.4 | 1,319 | 40.9 | 372 | 11.5 | 168 | 5.2 |
| Gender identity^{xcix} | | | | | | | | |
| Women | 866 | 41.2 | 864 | 41.1 | 263 | 12.5 | 107 | 5.1 |
| Men | 490 | 45.4 | 438 | 40.6 | 100 | 9.3 | 52 | 4.8 |
| Disability status^c | | | | | | | | |
| Single Disability | 103 | 37.9 | 112 | 41.2 | 37 | 13.6 | 20 | 7.4 |
| No Disability | 1,222 | 43.5 | 1,137 | 40.5 | 312 | 11.1 | 135 | 4.8 |
| Multiple Disability | 35 | 27.6 | 59 | 46.5 | 21 | 16.5 | 12 | 9.4 |
| Racial identity^{ci} | | | | | | | | |
| People of Color | 182 | 38.6 | 218 | 46.2 | 54 | 11.4 | 18 | 3.8 |
| White | 1,092 | 43.2 | 1,008 | 39.9 | 296 | 11.7 | 129 | 5.1 |
| Multiracial | 71 | 40.6 | 70 | 40.0 | 17 | 9.7 | 17 | 9.7 |
| Religious/Spiritual Identity^{cii} | | | | | | | | |
| Christian | 1,015 | 43.7 | 925 | 39.8 | 267 | 11.5 | 117 | 5.0 |
| Other Identity | 27 | 37.5 | 31 | 43.1 | 8 | 11.1 | 6 | 8.3 |
| No Identity | 294 | 40.6 | 311 | 43.0 | 85 | 11.7 | 34 | 4.7 |
| Multiple Identity | 20 | 27.0 | 36 | 48.6 | 8 | 10.8 | 10 | 13.5 |
| Military service^{ciii} | | | | | | | | |
| Military | 69 | 51.5 | 59 | 44.0 | < 5 | --- | < 5 | --- |
| No Military | 1,297 | 42.0 | 1,259 | 40.8 | 367 | 11.9 | 166 | 5.4 |
| My department advisor provides clear expectations. | | | | | | | | |
| Gender identity^{civ} | | | | | | | | |
| Women | 865 | 41.3 | 871 | 41.6 | 281 | 13.4 | 75 | 3.6 |
| Men | 492 | 45.7 | 443 | 41.1 | 103 | 9.6 | 39 | 3.6 |
| Disability status^{cv} | | | | | | | | |
| Single Disability | 102 | 37.5 | 112 | 41.2 | 42 | 15.4 | 16 | 5.9 |
| No Disability | 1,216 | 43.5 | 1,154 | 41.3 | 330 | 11.8 | 96 | 3.4 |
| Multiple Disability | 39 | 31.0 | 57 | 45.2 | 20 | 15.9 | 10 | 7.9 |
| Religious/Spiritual identity^{cvi} | | | | | | | | |
| Christian | 1,023 | 44.2 | 937 | 40.4 | 273 | 11.8 | 84 | 3.6 |
| Other Identity | 26 | 36.1 | 33 | 45.8 | 9 | 12.5 | < 5 | --- |
| No Identity | 288 | 39.9 | 312 | 43.3 | 98 | 13.6 | 23 | 3.2 |
| Multiple Identity | 21 | 28.4 | 32 | 43.2 | 10 | 13.5 | 11 | 14.9 |
| Military service^{cvi} | | | | | | | | |
| Military | 71 | 53.0 | 60 | 44.8 | < 5 | --- | < 5 | --- |
| No Military | 1,295 | 42.1 | 1,271 | 41.3 | 390 | 12.7 | 122 | 4.0 |

Table 71. Student Respondents' Perceptions of Advising

| Perceptions | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|-------------|--------------|-------------|------------|-------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I receive support from my advisor to pursue personal research interests. | 1,191 | 37.2 | 1,310 | 40.9 | 529 | 16.5 | 174 | 5.4 |
| Disability status^{cviii} | | | | | | | | |
| Single Disability | 92 | 33.9 | 108 | 39.9 | 48 | 17.7 | 23 | 8.5 |
| No Disability | 1,059 | 38.0 | 1,146 | 41.1 | 445 | 16.0 | 137 | 4.9 |
| Multiple Disability | 30 | 24.2 | 48 | 38.7 | 34 | 27.4 | 12 | 9.7 |
| Religious/Spiritual identity^{cix} | | | | | | | | |
| Christian | 877 | 38.0 | 953 | 41.3 | 371 | 16.1 | 109 | 4.7 |
| Other Identity | 26 | 36.1 | 25 | 34.7 | 15 | 20.8 | 6 | 8.3 |
| No Identity | 256 | 35.7 | 287 | 40.0 | 126 | 17.6 | 48 | 6.7 |
| Multiple Identity | 21 | 28.8 | 29 | 39.7 | 13 | 17.8 | 10 | 13.7 |
| Military service^{cx} | | | | | | | | |
| Military | 64 | 48.1 | 53 | 39.8 | 14 | 10.5 | < 5 | --- |
| No Military | 1,124 | 36.7 | 1,256 | 41.0 | 514 | 16.8 | 172 | 5.6 |
| I feel comfortable sharing my professional goals with my advisor. | 1,572 | 49.4 | 1,300 | 40.8 | 204 | 6.4 | 107 | 3.4 |
| Disability status^{cxii} | | | | | | | | |
| Single Disability | 129 | 48.0 | 108 | 40.1 | 14 | 5.2 | 18 | 6.7 |
| No Disability | 1,378 | 49.8 | 1,137 | 41.1 | 177 | 6.4 | 75 | 2.7 |
| Multiple Disability | 55 | 44.4 | 44 | 35.5 | 12 | 9.7 | 13 | 10.5 |
| Racial identity^{cxiii} | | | | | | | | |
| People of Color | 212 | 45.9 | 202 | 43.7 | 37 | 8.0 | 11 | 2.4 |
| White | 1,260 | 50.5 | 1,000 | 40.1 | 153 | 6.1 | 80 | 3.2 |
| Multiracial | 77 | 44.5 | 73 | 42.2 | 11 | 6.4 | 12 | 6.9 |
| Military service^{cxiiii} | | | | | | | | |
| Military | 80 | 60.6 | 46 | 34.8 | < 5 | --- | < 5 | --- |
| No Military | 1,489 | 48.9 | 1,253 | 41.1 | 199 | 6.5 | 105 | 3.4 |

Table 72 illustrates that the majority of Student respondents “strongly agreed” or “agreed” that their advisors responded to emails, calls, or voicemails in a prompt manner (89%, *n* = 2,863). Women Student respondents (8%, *n* = 173) were more likely than Men Student respondents (6%, *n* = 60) to “disagree” that their advisors responded to emails, calls, or voicemails in a prompt manner. Student respondents with Military Service (59%, *n* = 78) were more likely than Student respondents with No Military Service (48%, *n* = 1,478) to “strongly agree” that their advisors responded to emails, calls, or voicemails in a prompt manner.

Ninety-three percent ($n = 2,979$) of Student respondents “strongly agreed” or “agreed” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Student respondents with Multiple Disabilities (6%, $n = 7$) were more likely than Student respondents with No Disability (1%, $n = 40$) to “strongly disagree” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. A higher percentage of White Student respondents (45%, $n = 1,120$) than Multiracial Student respondents (34%, $n = 59$) “strongly agreed” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Student respondents with Military Service (56%, $n = 75$) were more likely than Student respondents with No Military Service (43%, $n = 1,321$) to “strongly agree” that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner.

Likewise, 93% ($n = 2,981$) of Student respondents “strongly agreed” or “agreed” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Student respondents with Multiple Disabilities (4%, $n = 5$) were more likely than Student respondents with No Disability (1%, $n = 37$) to “strongly disagree” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. A higher percentage of White Student respondents (44%, $n = 1,101$) than Multiracial Student respondents (33%, $n = 57$) “strongly agreed” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. Student respondents with Military Service (55%, $n = 73$) were more likely than Student respondents with No Military Service (42%, $n = 1,297$) to “strongly agree” that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner.

Table 72. Student Respondents' Perceptions of Advisor, Department Faculty, and Department Staff Response Time

| Perceptions | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|--|----------------|-------------|--------------|-------------|------------|------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| My advisor responds to my emails, calls, or voicemails in a prompt manner. | 1,559 | 48.6 | 1,304 | 40.6 | 236 | 7.4 | 110 | 3.4 |
| Gender identity^{cxiv} | | | | | | | | |
| Women | 995 | 47.7 | 856 | 41.0 | 173 | 8.3 | 62 | 3.0 |
| Men | 548 | 51.0 | 424 | 39.4 | 60 | 5.6 | 43 | 4.0 |
| Military service^{cxv} | | | | | | | | |
| Military | 78 | 59.1 | 50 | 37.9 | < 5 | --- | 0 | 0 |
| No Military | 1,478 | 48.1 | 1,252 | 40.8 | 232 | 7.6 | 110 | 3.6 |
| Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | 1,399 | 43.6 | 1,580 | 49.2 | 177 | 5.5 | 55 | 1.7 |
| Disability status^{cxvi} | | | | | | | | |
| Single Disability | 111 | 41.1 | 133 | 49.3 | 19 | 7.0 | 7 | 2.6 |
| No Disability | 1,229 | 44.0 | 1,379 | 49.4 | 145 | 5.2 | 40 | 1.4 |
| Multiple Disability | 49 | 39.2 | 57 | 45.6 | 12 | 9.6 | 7 | 5.6 |
| Racial identity^{cxvii} | | | | | | | | |
| People of Color | 201 | 42.8 | 236 | 50.2 | 22 | 4.7 | 11 | 2.3 |
| White | 1,120 | 44.5 | 1,223 | 48.6 | 136 | 5.4 | 36 | 1.4 |
| Multiracial | 59 | 34.3 | 91 | 52.9 | 16 | 9.3 | 6 | 3.5 |
| Military service^{cxviii} | | | | | | | | |
| Military | 75 | 55.6 | 55 | 40.7 | < 5 | --- | 5 | --- |
| No Military | 1,321 | 43.0 | 1,524 | 49.6 | 173 | 5.6 | 53 | 1.7 |
| Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | 1,373 | 42.8 | 1,608 | 50.1 | 182 | 5.7 | 46 | 1.4 |
| Disability status^{cxix} | | | | | | | | |
| Single Disability | 107 | 39.8 | 132 | 49.1 | 27 | 10.0 | < 5 | --- |
| No Disability | 1,210 | 43.3 | 1,404 | 50.2 | 144 | 5.2 | 37 | 1.3 |
| Multiple Disability | 47 | 38.5 | 61 | 50.0 | 9 | 7.4 | 5 | 4.1 |
| Racial identity^{cxx} | | | | | | | | |
| People of Color | 194 | 41.4 | 242 | 51.6 | 22 | 4.7 | 11 | 2.3 |
| White | 1,101 | 43.8 | 1,238 | 49.3 | 146 | 5.8 | 27 | 1.1 |
| Multiracial | 57 | 32.8 | 98 | 56.3 | 12 | 6.9 | 7 | 4.0 |
| Military service^{cxxi} | | | | | | | | |
| Military | 73 | 54.5 | 57 | 42.5 | < 5 | --- | < 5 | --- |
| No Military | 1,297 | 42.2 | 1,549 | 50.5 | 179 | 5.8 | 45 | 1.5 |

Table 73 illustrates that the majority of Student respondents “strongly agreed” or “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments (79%, $n = 2,527$). Graduate/Professional Student respondents (6%, $n = 24$) were more likely than Undergraduate Student respondents (3%, $n = 94$) to “strongly disagree” that there were adequate opportunities for them to interact with other university faculty outside of their departments. Men Student respondents (39%, $n = 417$) were more likely than Women Student respondents (34%, $n = 712$) to “strongly agree” that there were adequate opportunities for them to interact with other university faculty outside of their departments. LGBTQ Student respondents (24%, $n = 57$) were more likely than Heterosexual Student respondents (17%, $n = 494$), and Not-First-Generation Student respondents (19%, $n = 507$) were more likely than First-Generation Student respondents (13%, $n = 62$) to “disagree” that there were such opportunities. A higher percentage of Student respondents with No Disability (36%, $n = 1,018$) “strongly agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments than Student respondents with Multiple Disabilities (23%, $n = 28$). Student respondents with No Religious/Spiritual Identities (5%, $n = 32$) were more likely than Student respondents with Christian Identities (3%, $n = 71$) to “strongly disagree” that there were adequate opportunities for them to interact with other university faculty outside of their departments. Student respondents with No Military Service (18%, $n = 559$) were more likely than Student respondents with Military Service (7%, $n = 9$) to “disagree” that there were adequate opportunities for them to interact with other university faculty outside of their departments.

Seventy-three percent ($n = 2,342$) of Student respondents “strongly agreed” or “agreed” that their department faculty members encouraged them to produce publications and present research. Graduate/Professional Student respondents (40%, $n = 159$) were more likely than Undergraduate Student respondents (32%, $n = 896$) to “strongly agree” that their department faculty members encouraged them to produce publications and present research. A higher percentage of Student respondents with Multiple Disabilities (12%, $n = 1,018$) “strongly agreed” that their department faculty members encouraged them to produce publications and present research than Student respondents with a Single Disability (8%, $n = 22$) and Student respondents with No Disability (5%, $n = 128$).

Seventy-five percent ($n = 2,379$) of Student respondents “strongly agreed” or “agreed” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. Women Student respondents (22%, $n = 454$) were more likely than Men Student respondents (17%, $n = 182$) to “disagree” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. A higher percentage of Student respondents with No Disability (34%, $n = 953$) “strongly agreed” that their department provided them with such opportunities than Student respondents with a Single Disability (28%, $n = 76$) and Student respondents with Multiple Disabilities (15%, $n = 19$). Student respondents with Multiple Religious/Spiritual Identities (14%, $n = 10$) were more likely than Student respondents with Christian Identities (5%, $n = 105$) to “strongly disagree” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research. Student respondents with Military Service (42%, $n = 56$) were more likely than Student respondents with No Military Service (33%, $n = 999$) to “strongly agree” that their department provided them opportunities to serve the department or University in various capacities outside of teaching or research.

Table 73. Student Respondents’ Perceptions of Student Opportunities at UTC

| Perceptions | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|--|----------------|-------------|--------------|-------------|------------|-------------|-------------------|------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| There are adequate opportunities for me to interact with other university faculty outside of my department. | 1,139 | 35.4 | 1,388 | 43.2 | 569 | 17.7 | 118 | 3.7 |
| Student status^{cxvii} | | | | | | | | |
| Undergraduate | 1,009 | 35.8 | 1,225 | 43.5 | 488 | 17.3 | 94 | 3.3 |
| Graduate | 130 | 32.7 | 163 | 41.0 | 81 | 20.4 | 24 | 6.0 |
| Gender identity^{cxviii} | | | | | | | | |
| Women | 712 | 34.1 | 902 | 43.2 | 395 | 18.9 | 81 | 3.9 |
| Men | 417 | 38.7 | 467 | 43.4 | 162 | 15.0 | 31 | 2.9 |
| Sexual identity^{cxvix} | | | | | | | | |
| LGBQ | 84 | 35.6 | 89 | 37.7 | 57 | 24.2 | 6 | 2.5 |
| Heterosexual | 1,013 | 35.5 | 1,245 | 43.6 | 494 | 17.3 | 103 | 3.6 |

Table 73. Student Respondents' Perceptions of Student Opportunities at UTC

| Perceptions | Strongly agree | | Agree | | Disagree | | Strongly disagree | | |
|---|----------------|-------------|--------------|-------------|------------|-------------|-------------------|------------|--|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | |
| First-generation status^{cxxv} | | | | | | | | | |
| First-generation | 185 | 38.5 | 214 | 44.6 | 62 | 12.9 | 19 | 4.0 | |
| Not-first-generation | 953 | 34.9 | 1,173 | 43.0 | 507 | 18.6 | 98 | 3.6 | |
| Disability status^{cxxvi} | | | | | | | | | |
| Single disability | 83 | 30.9 | 107 | 39.8 | 63 | 23.4 | 16 | 5.9 | |
| No disability | 1,018 | 36.3 | 1,228 | 43.8 | 462 | 16.5 | 93 | 3.3 | |
| Multiple disability | 28 | 23.0 | 45 | 36.9 | 42 | 34.4 | 7 | 5.7 | |
| Religious/Spiritual identity^{cxxvii} | | | | | | | | | |
| Christian | 839 | 36.2 | 1,018 | 43.9 | 389 | 16.8 | 71 | 3.1 | |
| Other Identity | 27 | 37.5 | 29 | 40.3 | 13 | 18.1 | < 5 | --- | |
| No Identity | 241 | 33.5 | 300 | 41.7 | 146 | 20.3 | 32 | 4.5 | |
| Multiple Identity | 22 | 29.7 | 28 | 37.8 | 15 | 20.3 | 9 | 12.2 | |
| Military service^{cxxviii} | | | | | | | | | |
| Military | 63 | 47.0 | 61 | 45.5 | 9 | 6.7 | < 5 | --- | |
| No Military | 1,074 | 34.9 | 1,326 | 43.1 | 559 | 18.2 | 116 | 3.8 | |
| My department faculty members encourage me to produce publications and present research. | | | | | | | | | |
| | 1,055 | 32.9 | 1,287 | 40.1 | 699 | 21.8 | 166 | 5.2 | |
| Student status^{cxxix} | | | | | | | | | |
| Undergraduate | 896 | 31.9 | 1,132 | 40.3 | 632 | 22.5 | 151 | 5.4 | |
| Graduate | 159 | 40.2 | 155 | 39.1 | 67 | 16.9 | 15 | 3.8 | |
| Disability status^{cxxx} | | | | | | | | | |
| Single disability | 85 | 31.4 | 96 | 35.4 | 68 | 25.1 | 22 | 8.1 | |
| No disability | 938 | 33.6 | 1,132 | 40.6 | 592 | 21.2 | 128 | 4.6 | |
| Multiple disability | 25 | 20.2 | 50 | 40.3 | 34 | 27.4 | 15 | 12.1 | |
| My department has provided me opportunities to serve the department or University in various capacities outside of teaching or research. | | | | | | | | | |
| | 1,058 | 33.1 | 1,321 | 41.4 | 643 | 20.1 | 171 | 5.4 | |
| Gender identity^{cxxxi} | | | | | | | | | |
| Women | 672 | 32.4 | 837 | 40.4 | 454 | 21.9 | 110 | 5.3 | |
| Men | 374 | 34.9 | 468 | 43.6 | 182 | 17.0 | 49 | 4.6 | |
| Disability status^{cxxxii} | | | | | | | | | |
| Single disability | 76 | 28.4 | 108 | 40.3 | 62 | 23.1 | 22 | 8.2 | |
| No disability | 953 | 34.3 | 1,157 | 41.6 | 541 | 19.5 | 129 | 4.6 | |
| Multiple disability | 19 | 15.4 | 48 | 39.0 | 38 | 30.9 | 18 | 14.6 | |
| Religious/Spiritual identity^{cxxxiii} | | | | | | | | | |
| Christian | 786 | 34.1 | 958 | 41.6 | 453 | 19.7 | 105 | 4.6 | |
| Other Identity | 24 | 33.3 | 28 | 38.9 | 15 | 20.8 | 5 | 6.9 | |
| No Identity | 223 | 31.1 | 295 | 41.1 | 149 | 20.8 | 50 | 7.0 | |
| Multiple Identity | 17 | 23.3 | 29 | 39.7 | 17 | 23.3 | 10 | 13.7 | |

Table 73. Student Respondents’ Perceptions of Student Opportunities at UTC

| Perceptions | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------|----------------|------|----------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Military service^{cxv} | | | | | | | | |
| Military | 56 | 41.5 | 58 | 43.0 | 18 | 13.3 | < 5 | --- |
| No Military | 999 | 32.7 | 1,262 | 41.3 | 624 | 20.4 | 168 | 5.5 |

A total of 505 Student respondents, including 84 Graduate/Professional Student and 421 Undergraduate Student respondents, elaborated on their experiences with various student resources. The two themes that emerged were 1) advising and 2) academic quality and resources. Because of the differences between the Undergraduate and Graduate/Professional Student experiences, the summaries are disaggregated by group below.

Graduate/Professional Student Respondents

Quality of Advising. Graduate/Professional Student respondents described both positive and negative experiences with their advisor. Graduate/Professional Student respondents described how their advisors told them incorrect information. “I feel like the graduate advising could improve because they do not tell you that certain classes won’t be offered in Spring if you don’t take them in the fall, and then I also took too many classes (9 credit hours) in the fall- and left myself with only 4 credit hours in the spring to graduate. What the advisor didn’t remind me of, was that I need 6 credits to be full time to receive financial aid. So therefore, I took an extra class and am paying for it, just to receive financial aid this spring.” Other Graduate/Professional Student respondents described having advisors who were difficult to reach.

Graduate/Professional Student respondents wrote, “My advisor is the hardest person to reach in the department. He does not have voicemail set up, barely responds to emails I send him, and his office door is closed almost all the time so it’s impossible to see him,” and “Our advisor for the [program omitted] is very difficult to work with. I have showed up at her office with an appointment only to be turned away from one of her graduate assistants (without her even coming out of her office to tell me anything).” Finally, respondents explained how their advisor was negative and condescending, as illustrated by the following respondent “My advisor has even told me to up my depression medication (which I started after being in this program) which

is out of the scope of practice for [program omitted]. I get no constructive criticism, instead I get made to feel worthless and lose all confidence in myself. We as students get yelled out for not responding to emails quickly, but they will delete and not respond to emails. I am no longer sharing any goals and issues with faculty because they don't care and they will use what I say against me.”

Graduate/Professional Student respondents who had positive experiences with their advisor described their advisor as “amazing,” “hands-on,” “wonderful,” and “satisfied with the advising.” Respondents also explained why they felt this way about their advisor, writing, “She responds almost immediately to emails and is always there to answer questions and/or give advice. I wish I would have had her as my undergrad advisor,” and “I have had an incredibly positive mentoring experience with my advisor, who is the chair of my graduate committee. She has supported me, helped me to grow as a scientist and individual, and given freely of her considerable knowledge of our topic.”

Graduate/Professional Student Respondents

Academic Quality and Resources. Graduate/Professional Student respondents had both positive and negative comments about the quality of their academic curriculum. Respondents described different aspects of their program or department as “amazing,” “the best,” “very inclusive and supportive,” and “excellent.” Graduate/Professional Student respondents in online programs described how they felt that they did not have the same resources as students on campus or feeling that they could use additional resources. “The online masters program doesn't provide same opportunities to network or get as involved with the university and professors as it does for those who attend the masters program at UTC.” Another respondent wrote, “The online school should have a weekly video chat with the teacher to go over the material.” The impact of these negative experiences are best explained by the following respondent, who write, “I would not recommend this program to anyone. It has not been a positive experience for me...I feel like we are treated like children. I don't complain about much and am a positive person, but over the last year and a half, this program been sucking the positive energy out of me making it hard for me to be myself and the type of therapist I hope I would be.”

Undergraduate Student Respondents

Quality of Advising. Undergraduate Student respondents had significant numbers of both positive and negative comments about their academic advisor and academic advising. Respondents who had positive comments about their advisor described their advisor as “great,” “amazing, friendly, genuine, helpful, approachable,” “the best advisor hand down,” and “encouraging.” Other Undergraduate Student respondents described how their advisor does “a phenomenal job.” One respondent specifically described their advisor in the following way, “She is by far the nicest lady you will ever meet. She is sweet and understanding. Even though she probably has hundreds of students she takes care, she recognizes me when I show up for my advising section. It’s very encouraging and I am blessed to have her as my advisor.” Student responses to positive advising was so positive that several felt that their advisor should get a raise. As one Undergraduate Student respondent stated, “[Name omitted] deserves a RAISE for being an awesome advisor!” “[Name omitted] is the best there is. Give that man a raise!!”

Undergraduate Student respondents also elaborated on negative experiences with advising and their advisor. One Undergraduate Student respondent wrote, “I previously had [Advisor omitted] and she was truthfully the worst advisor I have ever had. She is rude and very discouraging. She made my time at UTC my first semester awful. I cannot stress enough how bad she was.” Another respondent stated, “The advisor I see truly does not care about me or what I plan to do with my life. Anytime a question is asked, he always answers with a vague question and has no way prepared me for applying for graduate school. He seems annoyed with students 24/7 and doesn't ever offer help.” Respondents also explained how their advisor gave them poor academic advice. One respondent explained, my advisor “told me to sign up for all waitlist classes because they would definitely open up. I emailed her a couple weeks before the semester because I was only signed up for one class still, she said not to worry. When the waitlist options were removed from the sign up form, I asked her what I should do, and if she could possibly override me into the classes. Only then did she tell me that she didn't have the ability to do so, and that there was nothing she could do to help me. She told me to email my department head, who also couldn't help me. I'm now in classes that don't apply to my degree because I have to maintain a full time status to keep my scholarships because my advisor obviously was not trained well enough for her position.” Another respondent stated, “My advising seems to tell me different things every time I

meet with them on my graduation status. Multiple times I have been told to take the wrong classes, and I have been told I should not pursue the career that I want to pursue and have been working my entire life for.” One respondent described their advisor’s behavior in the following way. My advisor “has had a negative impact on my class scheduling, motivation, and overall experience in the [department omitted] at UTC. He is curt, condescending, unhelpful, and quite discouraging.”

Undergraduate Student Respondents

Academic Quality and Resources. Undergraduate Student respondents had a variety of opinions about the quality of their education. Student respondents who had positive experiences within their academic area described their education as “great,” “awesome,” and “wonderful.” Student respondents also made statement such as “I love the [college omitted]!” and that their education “made me a better person academically and has provided me with a new foundation of knowledge.” Student respondents who has positive comments also described staff and faculty who were committed to their learning. “The [department omitted] has dedicated themselves to the betterment of their students, and goes the extra mile to ensure their academic, professional, and personal success,” “I am so blessed with the support of [professors omitted] and many more professors,” and “My department faculty members really put forth effort to include each and every student within the department. I really enjoy that part of my experience in the [department omitted] because it just shows that each of them are rooting for us in everything that we are doing. They push us each to be the best we can be.”

Student respondents who were unhappy with their academic department or experience described it as “really awful,” “disorganized,” and “sucks a lot.” Some of the Undergraduate Student respondents explained the negative influence that faculty had on their education. As one Undergraduate Student respondent wrote, “There is an overwhelming amount of bias liberal professors in the general education curriculum here. They will give you a lower grade not only if you are conservative politically, but simply if you disagree with them.” Another respondent described a faculty member as “very degrading towards anybody who expressed any previous experience.” Overall, Undergraduate Student respondents had a wide range of opinions based on their department and experiences with specific professors.

^{xcix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by gender identity: $\chi^2(3, N = 3,180) = 9.7, p < .05$.

^cA chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by disability status: $\chi^2(6, N = 3,205) = 21.7, p < .01$.

^{ci}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by racial identity: $\chi^2(6, N = 3,172) = 15.3, p < .05$.

^{cii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by religious/spiritual identity: $\chi^2(9, N = 3,194) = 20.2, p < .05$.

^{ciii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by military service: $\chi^2(3, N = 3,223) = 15.6, p < .01$.

^{civ}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by gender identity: $\chi^2(3, N = 3,169) = 12.0, p < .01$.

^{cv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by disability status: $\chi^2(6, N = 3,194) = 20.4, p < .01$.

^{cvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by religious/spiritual identity: $\chi^2(9, N = 3,184) = 34.9, p < .001$.

^{cvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department advisor provided clear expectations by military service: $\chi^2(3, N = 3,212) = 20.6, p < .001$.

^{cvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by disability status: $\chi^2(6, N = 3,182) = 27.0, p < .001$.

^{cix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by religious/spiritual identity: $\chi^2(9, N = 3,172) = 19.3, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they received support from their advisor to pursue personal research interests by military service: $\chi^2(3, N = 3,199) = 11.5, p < .01$.

^{cx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by disability status: $\chi^2(6, N = 3,160) = 35.6, p < .001$.

^{cxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by racial identity: $\chi^2(6, N = 3,128) = 14.3, p < .05$.

^{cxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by military service: $\chi^2(3, N = 3,178) = 8.6, p < .05$.

^{cxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by gender identity: $\chi^2(3, N = 3,161) = 11.3, p = .01$.

^{cxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their advisor responded to their emails, calls, or voicemails in a prompt manner by military service: $\chi^2(3, N = 3,204) = 11.6, p = .01$.

^{cxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by disability status: $\chi^2(6, N = 3,188) = 20.5, p < .01$.

^{cxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by racial identity: $\chi^2(6, N = 3,157) = 15.3, p < .05$.

^{cxviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by military service: $\chi^2(3, N = 3,206) = 9.5, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by disability status: $\chi^2(6, N = 3,186) = 18.9, p < .01$.

^{cxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by racial identity: $\chi^2(6, N = 3,155) = 21.3, p < .01$.

^{cxxi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by military service: $\chi^2(3, N = 3,204) = 9.5, p < .05$.

^{cxxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by student status: $\chi^2(3, N = 3,214) = 10.2, p < .05$.

^{cxxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by gender identity: $\chi^2(3, N = 3,167) = 12.3, p < .01$.

^{cxxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by sexual identity: $\chi^2(3, N = 3,091) = 8.2, p < .05$.

^{cxxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by first-generation status: $\chi^2(3, N = 3,211) = 9.3, p < .05$.

^{cxxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by disability status: $\chi^2(6, N = 3,192) = 42.4, p < .001$.

^{cxxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by religious/spiritual identity: $\chi^2(9, N = 3,182) = 25.7, p < .01$.

^{cxxviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they were opportunities to interact with university faculty outside their departments by military status: $\chi^2(3, N = 3,209) = 18.2, p < .001$.

^{cxxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by student status: $\chi^2(3, N = 3,207) = 14.0, p < .01$.

^{cxxxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department faculty members encouraged them to produce publications and present research by disability status: $\chi^2(6, N = 3,185) = 29.8, p < .001$.

^{cxxxi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by gender identity: $\chi^2(3, N = 3,146) = 12.4, p < .01$.

^{cxxxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by disability status: $\chi^2(6, N = 3,171) = 50.4, p < .001$.

^{cxxxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by religious/spiritual identity: $\chi^2(9, N = 3,164) = 20.7, p < .05$.

^{cxxxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or University in various capacities outside of teaching or research by military status: $\chi^2(3, N = 3,188) = 8.9, p < .05$.

Students Who Have Seriously Considered Leaving UTC

Twenty-four percent ($n = 763$) of respondents had seriously considered leaving UTC. With regard to student status, 24% ($n = 696$) of Undergraduate Student respondents and 17% ($n = 67$) of Graduate/Professional Student respondents had seriously considered leaving UTC. Of the Student respondents who considered leaving, 38% ($n = 286$) considered leaving during their first semester, 44% ($n = 332$) considered leaving in their first year as a student, 38% ($n = 287$) in their second year, 19% ($n = 143$) in their third year, and 8% ($n = 62$) in their fourth year. Four percent ($n = 32$) of Student respondents considered leaving during or after their fifth year.

Subsequent analyses were run by gender identity, sexual identity, disability status, racial identity, religious/spiritual identity, income status, first-generation status, citizenship status, and military status for both Undergraduate Student respondents and Graduate/Professional Student respondents who had considered leaving the University.

Significant results for Undergraduate Student respondents indicated that:

- By disability status, 41% ($n = 47$) of Undergraduate Student respondents with Multiple Disabilities, 31% ($n = 76$) of Undergraduate Student respondents with a Single Disability, and 23% ($n = 566$) of Undergraduate Student respondents with No Disability considered leaving the institution.^{cxxxv}
- By racial identity, 37% ($n = 92$) of Black/African American Undergraduate Student respondents, 32% ($n = 52$) of Multiracial Undergraduate Student respondents, 29% ($n = 20$) of Hispanic/Latin@/Chican@ Undergraduate Student respondents, 22% ($n = 8$) of Undergraduate Student Respondents of Color, 22% ($n = 494$) of White Undergraduate Student respondents, and 18% ($n = 10$) of Asian/Asian American Undergraduate Student respondents considered leaving the institution.^{cxxxvi}

Significant results for Graduate/Professional Student respondents indicated that:

- By disability status, 42% ($n = 5$) of Graduate/Professional Student respondents with Multiple Disabilities, 28% ($n = 8$) of Graduate/Professional Student respondents with a Single Disability, and 15% ($n = 54$) of Graduate/Professional Student respondents with No Disability considered leaving the institution.^{cxxxvii}

Forty percent ($n = 277$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at UTC (Table 74). Others considered leaving because they lacked a social life (30%, $n = 209$), for financial reasons (26%, $n = 182$), and/or for personal reasons (22%, $n = 151$).

Table 74. Reasons Why Undergraduate Student Respondents Considered Leaving UTC

| Reason | <i>n</i> | % |
|--|-----------------|-------------|
| Lack of sense of belonging | 277 | 39.8 |
| Lack of social life | 209 | 30.0 |
| Financial reasons | 182 | 26.1 |
| Personal reasons | 151 | 21.7 |
| Climate was not welcoming | 135 | 19.4 |
| Homesick | 134 | 19.3 |
| Lack of support group | 105 | 15.1 |
| Didn't like major | 76 | 10.9 |
| Coursework was too difficult | 73 | 10.5 |
| Didn't have my major | 57 | 8.2 |
| Unhealthy social relationships | 56 | 8.0 |
| Coursework not challenging enough | 40 | 5.7 |
| Didn't meet the selection criteria for a major | 36 | 5.2 |
| My marital/relationship status | 33 | 4.7 |
| A reason not listed above | 187 | 26.9 |

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving UTC ($n = 696$).

Thirty-nine percent ($n = 26$) of Graduate/Professional Student respondents who considered leaving suggested that the climate was not welcoming at UTC (Table 75). Others contemplated leaving because the coursework was too difficult (25%, $n = 17$), they lacked a sense of belonging (25%, $n = 17$), and lacked a social life (22%, $n = 15$).

Table 75. Reasons Why Graduate/Professional Student Respondents Considered Leaving UTC

| Reason | <i>n</i> | % |
|--|----------|------|
| Climate was not welcoming | 26 | 38.8 |
| Coursework was too difficult | 17 | 25.4 |
| Lack of sense of belonging | 17 | 25.4 |
| Lack of social life | 15 | 22.4 |
| Financial reasons | 12 | 17.9 |
| Lack of support group | 10 | 14.9 |
| Personal reasons | 9 | 13.4 |
| Homesick | 6 | 9.0 |
| Lack of support services | 6 | 9.0 |
| Didn't meet the selection criteria for a major | 0 | 0 |
| Coursework not challenging enough | < 5 | --- |
| Didn't like major | < 5 | --- |
| Didn't have my major | < 5 | --- |
| My marital/relationship status | < 5 | --- |
| Unhealthy social relationships | < 5 | --- |
| A reason not listed above | 36 | 53.7 |

Note: Table reports only Graduate/Professional Student respondents who indicated that they considered leaving UTC ($n = 67$). Percentages may not sum to 100 as a result of multiple response choices.

Another item asked Student respondents whether or not they intended to graduate from UTC.

Ninety-three percent ($n = 2,993$) of Student respondents “strongly agreed” or “agreed” that they would graduate from UTC. Significant results for Student respondents indicated that:

- By racial identity, White Student respondents (71%, $n = 1,794$) were more likely than Student Respondents of Color (65%, $n = 305$) to “strongly agree” that they would graduate from UTC.^{cxxxviii}
- By citizenship status, Non-U.S. Citizen Student respondents (3%, $n = 5$) were more likely than U.S. Citizen Student respondents (1%, $n = 23$) to “disagree” that they would graduate from UTC.^{cxxxix}

A total of 318 Student respondents (274 Undergraduate respondents and 44 Graduate/Professional Student respondents) elaborated on why they considered leaving UTC. Academics, financial concerns, lack of sense of belonging, and lack of diversity emerged as themes among all students.

Undergraduate Student Respondents

Concerns about academics. The Undergraduate Student respondents who were concerned about their academics had several different concerns that led them to seriously consider leaving UTC. Some Undergraduate Student respondents were unhappy with their choice of major or the quality of instruction within their major. As one respondent described, “I am a Comp Sci major, and every Comp Sci class I have taking (two) have had a terrible teacher. I am just disappointed that in my first year as a Comp Sci major, I felt like I was learning absolutely nothing from my teacher. I am worried that other Comp Sci courses here will be the same, and that is the predominate reason I considered leaving UTC.” Other respondents explained, “Teaching staff’s lack of knowledge and enthusiasm toward my major. I’m paying a lot of money for a subpar education. Rather than teaching the material they want to recite a lot of theory from the book. I’m sorry but that’s not teaching I can read,” and “I was a music major because music is my passion in life. I have not had a single music class that I felt welcome. The department professors put such an emphasis on weeding out those who are not classically trained or minded, they miss the opportunity to inspire and teach students who did not have a classical background.” Other Undergraduate Student respondents explained how UTC did not have their choice of major. As

one respondent described “I actually am leaving UTC which is terribly upsetting because I love UTC, but UTC does not have my major, so I will be transferring after this semester.” Other respondents wrote, “UTC doesn't offer Forensic science, specifically Blood Spatter Analysis as a major. However, MTSU does,” and “None of the majors in the school really interest me.”

Other Undergraduate Student respondents explained how they had difficulty getting into their major or maintain requirements to stay within their major or requirements to maintain their scholarship. One respondent explained, “I have seriously considered leaving UTC because of the strict credit hour regulations that have to be met because of the Chancellor's Scholarship.” Other Undergraduate Student respondents explained, “I love my area that I major in but the criteria for my major is kind of hard to meet a 2.75 GPA,” it's “very hard to get into the Nursing program,” and “didn't get accepted into the Nursing program with a 3.5 GPA.”

Additionally, Undergraduate Student respondents explained how they felt that faculty were not supportive. As respondents wrote, “I have only had 2, TWO, professors in my 3 years at UTC that I felt like wanted to see me succeed and their true goal was to teach and be positive and creative with it.,” “I felt that professors didn't care about your well being, I felt they didn't care if you succeeded in their course because they got their check anyway,” and “If you take the time to write a complaint to the head of a department, which is usually very well thought out, you're wasting your time. No one will respond, no one cares.” One Undergraduate Student summarized how frustrated they were by the lack of support, “A large number of the professors are not qualified and/or do not care about TEACHING students. 80% of the professors I've had at UTC fall under this category. I can stand up in front of a class and read from the publishers slides and give the test from the publishers. I think there is a misconception with the title professor. Just because you are formally a "professor" does not mean you are not a teacher. You TEACH not read to students like 3 year olds.”

Graduate/Professional Student Respondents

Concerns about academics. The Graduate/Professional student respondents who considered leaving because of academics were largely unhappy with the quality of instruction within their department/major. More specifically, the Graduate/Professional Student respondents felt that the

faculty were not supportive. As one respondent wrote, “The faculty is not welcoming and often make us feel incompetent. I don't feel like I could seriously turn to any of them for anything. They are unorganized and inconsistent. They continuously say that this is a professional environment, yet treat us like children.” Other respondents wrote, “They would rather you fail out and only let the people who are going to pass boards regardless proceed than provide the support needed for someone struggling to succeed,” “I felt like some teachers and advisers were not welcoming and did not explain somethings well or at all,” and “There have been several professors throughout my 8 years at UTC that really didn't care whether I succeeded or not. I feel like even though college is an individual and self-motivating experience where it is the student's responsibility to succeed, faculty support should also be a consistent theme and I didn't have that...I could tell that they really didn't care about how I was doing and were hesitant to schedule appointments and help.”

Other Graduate/Professional Student respondents described a climate with their faculty members where they felt bullied, threatened, or silenced. One respondent wrote, “I have endured academic hazing, bullying, threats, and intimidation by [professor omitted] numerous times. When these concerns have been addressed, I have been further threatened and belittled and warned that the doctoral committee can have me removed from the program just for questioning policies and procedures. The committee and department does not adhere to its own policies. There is no course to appeal because [professor omitted] now is technically his own boss. He is hostile to anyone who rejects his ‘will’ and has cost me considerable personal injury, along with time, money, and academic and professional advancement.” Another Graduate/Professional Student respondent wrote how they were silenced by their faculty, “I would not have chosen this school knowing what I know now. The program is very unorganized and the faculty make the environment one sided by asking for feedback and getting pissed off when it is negative. They also have made sure that we keep our mouths shut by making us feel like crap.” Finally, one Graduate/Professional Student respondent wrote, “The environment is toxic and the way everything is handled feels unprofessional. They ask for feedback and then ignore it or make us feel like everything is our fault. I do not feel like I can go to faculty and explain how we feel. I feel like they don't believe in us. I feel like they expect us to fail.” Overall, the respondents felt

that the faculty were expecting them to fail, and thus were not supportive of their graduate studies.

All Student Respondents

Financial Concerns. Both Undergraduate and Graduate/Professional Student respondents wrote how financial concerns led them to seriously consider leaving the institution. One Undergraduate Student explained, “I was going to find a university that was not as expensive.” Other Undergraduate Student respondents further explained how they seriously considered leaving because “housing is outrageously expensive,” and “Costs of books are way too high, tuition went up and I had to take out more loans to help. This causes stress as it puts me more in debt in the long run.” One Graduate/Professional Student respondent wrote, “Debating whether or not to continue my graduate studies at UTC due to upcoming fee increases.” Finally, lack of scholarships made it difficult for some students, as the following Undergraduate Student respondent explained, “I’ve never once received a scholarship from UTC. I’ve attended and applied for 5 consecutive semesters for overall university and my specific major scholarships. I’m over \$50,000 in debt with government loans. It’s pretty freaking discouraging. I’m not even on my last semester yet.”

All Student Respondents

Lack of Sense of Belonging. Another theme that emerged among all of the student respondents was a lack of sense of belonging. Student respondents described how it was “hard getting to know people” and that I “didn’t feel like I was supposed to be in college.” One Graduate/Professional Student respondent described how they “lacked a sense of belonging.” Another Undergraduate Student respondent wrote, “It was hard to adjust. I missed my family, and I didn’t feel like I belonged.” One Undergraduate Student respondent described why they believed that they had not found a community on campus, and wrote, “I did not and still do not feel connected to the campus. The population is somewhat welcoming but VERY segregated. There is no real ‘school spirit’ among students other than during homecoming week, even then it is Greek dominated. As a freshman (and now), the campus basically is a ghost town on weekends and holidays, which is very discouraging when you do not know a lot of people. This caused a lot of doubts for me about if I would find a ‘community.’” Another Undergraduate Student

respondent elaborated, “I have found that people are not as friendly as they are at the college I just left. I smile and say hi and thank you to people and I get looks like something is wrong with me. On top of that, I'm learning, begrudgingly, that typically the Black students stay with the other Black students; and in that broad group there are cliques that you can't penetrate. My only hope is to find other people who don't fit into these seemingly predetermined groups. I'm disappointed with segregation of Greek Life too. It's all just so much more segregation than I've ever been around. I came from Dalton State, a place where inclusion is a very REAL thing to UTC where different people don't have a place.” Non-traditional students also felt that they could not find a community on campus. As one Undergraduate Student respondent wrote, “As a nontraditional student, I feel like the campus is more inclusive for first time young students. I didn't feel welcome and isolated.” Another respondent said, “I am a 35 year old mom of two. Of course I don't fit in!” Overall, as one Undergraduate Student summarized, “I believed there was no place for me to belong on campus.”

All Student Respondents

Lack of Diversity. Student respondents also explained that a lack of diversity or lack of services for underrepresented students was a reason they seriously considered leaving UTC. Student respondents across a range of social identities expressed these concerns. The following Undergraduate Student respondent explained how being transgender on campus affected their experience. “Being closeted transgender on campus has been tough considering this is the Bible belt. UTC officials have been improving the conditions, but there are still anti-trans sentiment I hear when people don't realize I'm transgender.” Another Undergraduate Student respondent explained how their sexual orientation made them unsafe on campus. “One of the primary reasons I felt like leaving was because as a gay student, I do not feel safe on campus, especially since the defunding of the diversity office. Basically what was said by that is that minority opinion and lives don't matter.” Student respondents also explained how they saw the campus as “not very Black student friendly.” As one Undergraduate Student respondent explained, “It is not racist but it is slowly getting there as far as the student body is concerned.” Other Undergraduate Student respondents wrote, “UTC doesn't seem like it's meant for black people. There isn't a lot of activities where we feel welcomed to our even accommodate the other ethnicity on your campus,” and “Racism. The white privilege was too much to handle sometimes. And the

touching of my afro was as well.” Overall, as stated by the following Undergraduate Student respondent, “the campus doesn't seem fun and loving for all races.”

^{cxxxv}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UTC by disability status: $\chi^2(2, N = 2,828) = 26.1, p < .001$.

^{cxxxvi}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UTC by racial identity: $\chi^2(5, N = 2,796) = 33.2, p < .001$.

^{cxxxvii}A chi-square test was conducted to compare percentages of Graduate/Professional respondents who had seriously considered leaving UTC by racial identity: $\chi^2(2, N = 398) = 8.4, p < .05$.

^{cxxxviii}A chi-square test was conducted to compare percentages of Student respondents who intend to graduate from UTC by racial identity: $\chi^2(8, N = 3,167) = 16.4, p < .05$.

^{cxxxix}A chi-square test was conducted to compare percentages of Student respondents who intend to graduate from UTC by citizenship status: $\chi^2(4, N = 3,220) = 10.6, p < .05$.

Summary

Student respondents were asked to share their perceptions of their academic success. Significant differences by select demographics existed, where historically underrepresented groups had lower perceived academic success than their majority counterparts. For example, Transpectrum Undergraduate Student respondents have less *Perceived Academic Success* than Men Undergraduate Student and Women Undergraduate Student respondents. White Undergraduate Student respondents have greater *Perceived Academic Success* than Black/African American and Multiracial Undergraduate Student respondents. LGBTQ Undergraduate Student respondents have less *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. Undergraduate Student respondents with No Disability have greater *Perceived Academic Success* than Undergraduate Student respondents with a Single Disability and Undergraduate Student respondents with Multiple Disabilities and that Undergraduate Student respondents with a Single Disability have greater *Perceived Academic Success* than Undergraduate Student respondents Multiple Disabilities. In addition to *Perceived Academic Success*, 13% ($n = 418$) of Student respondents “strongly agreed” or “agreed” that it was likely that they would leave UTC without meeting their academic goal.

Student respondents shared many positive attitudes about the campus climate. For example, 79% ($n = 2,487$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UTC faculty in the classroom. Ninety percent ($n = 2,872$) of Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisors, and 83% ($n = 2,688$) “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments. Seventy-three percent ($n = 2,298$) of Student respondents “strongly agreed” or “agreed” that the campus climate at UTC encourages free speech within the classroom. Further, 71% ($n = 2,240$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models.

Student respondents also shared less than positive attitudes about the campus climate. About one-third of Student respondents “strongly agreed” or “agreed” that faculty pre-judged their abilities based on their perception of their identity/background (34%, $n = 1,064$) and that staff pre-judged their abilities based on their perception of their identity/background (32%, $n = 1,021$).

Twenty-four percent ($n = 763$) of respondents had seriously considered leaving UTC. With regard to student status, 24% ($n = 696$) of Undergraduate Student respondents and 17% ($n = 67$) of Graduate/Professional Student respondents had seriously considered leaving UTC. Primary reasons for leaving included a lack of sense of belonging and a climate that was not welcoming.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which UTC does, and should, promote diversity to shape campus climate.

Student respondents were asked in the survey to respond to a list of initiatives, provided in Table 76. Seventy-nine percent ($n = 2,282$) of the Student respondents thought that diversity and equity training for students was available at UTC and 21% ($n = 615$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 1,760$) of the Student respondents who thought that diversity and equity training for students was available believed it positively influenced the climate and 72% ($n = 443$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-one percent ($n = 2,314$) of the Student respondents thought that diversity and equity training for staff was available at UTC and 20% ($n = 560$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,827$) of the Student respondents who thought that diversity and equity training for staff was available believed it positively influenced the climate and 77% ($n = 432$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-one percent ($n = 2,300$) of the Student respondents thought that diversity and equity training for faculty was available at UTC and 19% ($n = 543$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,818$) of the Student respondents who thought that diversity and equity training for faculty was available believed it positively influenced the climate and 77% ($n = 418$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-eight percent ($n = 2,227$) of the Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 22% ($n = 628$) of Student respondents thought that such a person was not available. Seventy-nine percent ($n = 1,748$) of the Student respondents who thought that a person to address student complaints of bias by *faculty/staff* in learning environments was available believed such a resource positively influenced the climate and 79% ($n = 495$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-seven percent ($n = 2,210$) of the Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 23% ($n = 645$) of Student respondents thought that such a resource was not available. Seventy-seven percent ($n = 1,692$) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that resource positively influenced the climate and 74% ($n = 480$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-eight percent ($n = 2,224$) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 22% ($n = 622$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-eight percent ($n = 1,737$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed they positively influenced the climate and 83% ($n = 514$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Similarly, 77% ($n = 2,178$) of the Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available at UTC and 23% ($n = 666$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-eight percent ($n = 1,704$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were

available believed they positively influenced the climate and 83% ($n = 553$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Seventy-eight percent ($n = 2,215$) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at UTC and 22% ($n = 621$) of Student respondents thought that it was not available. Seventy-six percent ($n = 1,675$) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed it positively influenced the climate and 76% ($n = 471$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-one percent ($n = 2,296$) of the Student respondents thought that effective faculty mentorship of students was available and 19% ($n = 545$) of Student respondents thought that it was not available. Eighty-four percent ($n = 1,922$) of the Student respondents who thought that effective faculty mentorship of students was available believed it positively influenced the climate and 86% ($n = 468$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-seven percent ($n = 2,477$) of the Student respondents thought that effective academic advising was available at UTC and 13% ($n = 362$) of Student respondents thought that it was not available. Eighty-six percent ($n = 2,139$) of the Student respondents who thought that effective academic advising was available believed it positively influenced the climate and 83% ($n = 302$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty percent ($n = 2,265$) of the Student respondents thought that diversity training for student staff (e.g., University Center/Student Center, resident assistants) was available and 20% ($n = 570$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 1,764$) of the Student respondents who thought that diversity training for student staff was available

believed it positively influenced the climate and 77% ($n = 441$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-three percent ($n = 1,788$) of the Student respondents thought that affordable child care was available and 37% ($n = 1,043$) of Student respondents thought that it was not available. Seventy-four percent ($n = 1,327$) of the Student respondents who thought that affordable child care was available believed it positively influenced the climate and 87% ($n = 907$) of Student respondents who did not think it was available thought it would positively influence the climate at UTC if it were available.

Sixty-four percent ($n = 1,823$) of the Student respondents thought that adequate child care was available and 36% ($n = 1,006$) of Student respondents thought that it was not available. Seventy-five percent ($n = 1,363$) of the Student respondents who thought that adequate child care was available believed it positively influenced the climate and 87% ($n = 875$) of Student respondents who did not think it was available thought it would positively influence the climate at UTC if it were available.

Sixty-six percent ($n = 1,867$) of the Student respondents thought that support/resources for spouse/partner employment were available and 34% ($n = 961$) of Student respondents thought that they were not available. Seventy-six percent ($n = 1,412$) of the Student respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 82% ($n = 783$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Eighty-three percent ($n = 2,353$) of the Student respondents thought that adequate social space was available at UTC and 17% ($n = 492$) of Student respondents thought that it was not available. Eighty-three percent ($n = 1,951$) of the Student respondents who thought that adequate social space was available believed it positively influenced the climate and 83% ($n = 406$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Table 76. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at UTC | | | | | | | | Initiative NOT available at UTC | | | | | | | |
|--|-------------------------------|------|-----------------------------|------|-------------------------------|-----|---|-------------|------------------------------------|------|------------------------------------|------|------------------------------------|-----|---|-------------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing diversity and equity training for students. | 1,760 | 77.1 | 445 | 19.5 | 77 | 3.4 | 2,282 | 78.8 | 443 | 72.0 | 145 | 23.6 | 27 | 4.4 | 615 | 21.2 |
| Providing diversity and equity training for staff. | 1,827 | 79.0 | 430 | 18.6 | 57 | 2.5 | 2,314 | 80.5 | 432 | 77.1 | 106 | 18.9 | 22 | 3.9 | 560 | 19.5 |
| Providing diversity and equity training for faculty. | 1,818 | 79.0 | 416 | 18.1 | 66 | 2.9 | 2,300 | 80.9 | 418 | 77.0 | 101 | 18.6 | 24 | 4.4 | 543 | 19.1 |
| Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs). | 1,748 | 78.5 | 411 | 18.5 | 68 | 3.1 | 2,227 | 78.0 | 495 | 78.8 | 96 | 15.3 | 37 | 5.9 | 628 | 22.0 |
| Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs). | 1,692 | 76.6 | 439 | 19.9 | 79 | 3.6 | 2,210 | 77.4 | 480 | 74.4 | 128 | 19.8 | 37 | 5.7 | 645 | 22.6 |
| Increasing opportunities for cross-cultural dialogue among students. | 1,737 | 78.1 | 441 | 19.8 | 46 | 2.1 | 2,224 | 78.1 | 514 | 82.6 | 92 | 14.8 | 16 | 2.6 | 622 | 21.9 |
| Increasing opportunities for cross-cultural dialogue between faculty, staff and students. | 1,704 | 78.2 | 426 | 19.6 | 48 | 2.2 | 2,178 | 76.6 | 553 | 83.0 | 98 | 14.7 | 15 | 2.3 | 666 | 23.4 |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum. | 1,675 | 75.6 | 449 | 20.3 | 91 | 4.1 | 2,215 | 78.1 | 471 | 75.8 | 115 | 18.5 | 35 | 5.6 | 621 | 21.9 |

Table 76. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at UTC | | | | | | | | Initiative NOT available at UTC | | | | | | | |
|---|-------------------------------|------|-----------------------------|------|-------------------------------|-----|---|-------------|------------------------------------|------|------------------------------------|------|------------------------------------|-----|---|-------------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing effective faculty mentorship of students. | 1,922 | 83.7 | 341 | 14.9 | 33 | 1.4 | 2,296 | 80.8 | 468 | 85.9 | 57 | 10.5 | 20 | 3.7 | 545 | 19.2 |
| Providing effective academic advising. | 2,139 | 86.4 | 301 | 12.2 | 37 | 1.5 | 2,477 | 87.2 | 302 | 83.4 | 42 | 11.6 | 18 | 5.0 | 362 | 12.8 |
| Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants). | 1,764 | 77.9 | 436 | 19.2 | 65 | 2.9 | 2,265 | 79.9 | 441 | 77.4 | 98 | 17.2 | 31 | 5.4 | 570 | 20.1 |
| Providing affordable childcare. | 1,327 | 74.2 | 423 | 23.7 | 38 | 2.1 | 1,788 | 63.2 | 907 | 87.0 | 102 | 9.8 | 34 | 3.3 | 1,043 | 36.8 |
| Providing adequate childcare resources. | 1,363 | 74.8 | 418 | 22.9 | 42 | 2.3 | 1,823 | 64.4 | 875 | 87.0 | 99 | 9.8 | 32 | 3.2 | 1,006 | 35.6 |
| Providing support/resources for spouse/partner employment. | 1,412 | 75.6 | 421 | 22.5 | 34 | 1.8 | 1,867 | 66.0 | 783 | 81.5 | 155 | 16.1 | 23 | 2.4 | 961 | 34.0 |
| Providing adequate social space. | 1,951 | 82.9 | 357 | 15.2 | 45 | 1.9 | 2,353 | 82.7 | 406 | 82.5 | 66 | 13.4 | 20 | 4.1 | 492 | 17.3 |

A total of 166 Student respondents, including 131 Undergraduate and 37 Graduate/Professional Student respondents, elaborated on institutional actions. The themes that emerged were 1) not sure what is offered and 2) diversity and inclusion.

All Student Respondents

Not sure what is offered. One theme that emerged was that Student respondents were not sure what institutional actions (either broadly or specific initiatives) were being offered at UTC. Comments included, “I don't know whether UTC has some of these initiatives,” “I do not know if UTC has some of these or not,” “As a doctoral student, I'm not sure what services like these are available on campus,” “I am unsure if UTC has child care services or not,” and “I am not necessarily aware of what is offered for students or faculty.” For those who were not sure if they were offered, some Student respondents indicated that they felt that they would have a positive influence if they were offered. “I do not know if these are available. If they are, they would have a very positive influence.”

All Student Respondents

Diversity and inclusion. Student respondents also commented on initiatives related to diversity and inclusion. Student respondent opinions varied widely on the need for these initiatives. On one side was a group of Student respondents who felt that these initiatives were not necessary or not effective. One Graduate/Professional Student respondent stated, “I am all for being nice to everybody but if you all are talking about safe spaces for these young, give everybody a trophy, group we have raised then I say suck it up buttercup. Nobody owes you anything.” Another Undergraduate Student respondent wrote, “Students don't want to learn more about diversity outside of the classroom. We already take enough classes as is.” One Undergraduate Student respondent commented on how diversity training would be ineffective, “If a person is prone to judging others it doesn't matter how much training they receive, they will still be judgmental. Sometimes the training will have the opposite effect and not a positive effect on the staff or whoever receives the training because they will always have a judgmental mindset. The training sometimes justifies the prejudgment because the training is not truly diversity training.” Other comments on the ineffectiveness of these initiatives included, “In my experience, most of diversity education things tend to be unhelpful because the only people who are receptive them

are the ones who already agree. As such they tend to be a waste of time.” “Diversity classes do more harm than good, instead of having meaningful conversations people who take diversity and sensitivity courses tend to not have these conversations for fear of offending minorities or those of different cultures.”

On the other hand, other Student respondents felt that UTC should have additional initiatives to improve diversity and inclusion on campus. As one Undergraduate Student respondent stated, “Having forums, etc. on diversity would be extremely helpful on our campus due to the racial diversity UTC has. This would overall improve our climate on campus because we would be more informed with each of the different races and cultures that our fellow peers observe.” Other Undergraduate Student respondents wrote, “I think that staff may need more instruction on how to provide diversity training.” “We should incorporate diversity and cross-cultural dialogue into curriculum.” “If diversity and equity training was more thorough, required for more people and was taken more seriously it would have a tremendous effect on our climate. PLEASE incorporate issues of diversity and cross-cultural competence into all curriculum.” The following Undergraduate Student respondent expressed frustration with the current initiatives around diversity and inclusion, but also wanted to see UTC to more to improve the climate. “The amount of focus placed on ‘diversity’ is frankly overboard. The well-intentioned programs are inadvertently causing more tension by continually bringing up topics that only divide us further. I want diversity, I want acceptance, I want a friendly campus environment, but those things come through actions, not words. That is only achieved by every student acting kindly towards every other. The University needs to facilitate this environment rather than force it to happen, and only needs to interfere when issues arise.”

Summary

Perceptions of UTC's actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Student respondents indicated that many of the initiatives were not available on UTC's campus. If, in fact, these initiatives are available, UTC would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of UTC's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within UTC, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UTC community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by UTC community members at the outset of this project. Also, as recommended by UTC's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #81, #82, #83, and #84)

Appendix D – Survey: *MyCampus Student Experience Survey*

Appendix A

Cross Tabulations by Selected Demographics

| | | Undergraduate Student | | Graduate/ Professional Student | | Total | |
|-----------------|---------------------------|-----------------------|------|--------------------------------|------|----------|------|
| | | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Gender identity | Woman | 1,851 | 65.0 | 260 | 65.0 | 2,111 | 65.0 |
| | Man | 963 | 34.0 | 127 | 31.8 | 1,090 | 34.0 |
| | Transspectrum | 30 | 1.0 | 10 | 2.5 | 40 | 1.2 |
| | Unknown/Missing | 5 | 0.2 | < 5 | --- | 8 | 0.3 |
| Racial identity | Asian/Asian American | 55 | 1.9 | 16 | 4.0 | 71 | 2.2 |
| | Black/African American | 251 | 8.8 | 33 | 8.3 | 284 | 8.7 |
| | Hispanic/Latin@/Chican@ | 69 | 2.4 | 8 | 2.0 | 77 | 2.4 |
| | Other People of Color | 36 | 1.3 | 7 | 1.8 | 43 | 1.3 |
| | White | 2,222 | 78.0 | 317 | 79.3 | 2,539 | 78.2 |
| | Multiracial | 163 | 5.7 | 13 | 3.3 | 176 | 5.4 |
| | Missing/Unknown/Other | 53 | 1.9 | 6 | 1.5 | 59 | 1.8 |
| Sexual identity | LGBQ including demisexual | 214 | 7.5 | 24 | 6.0 | 238 | 7.3 |
| | Heterosexual | 2,521 | 88.5 | 362 | 90.5 | 2,883 | 88.7 |
| | Asexual | 7 | 0.3 | < 5 | --- | 9 | 0.3 |
| | Missing/Unknown/Asexual | 107 | 3.8 | 12 | 3.0 | 119 | 3.7 |

| | | Undergraduate Student | | Graduate/ Professional Student | | Total | |
|------------------------------|----------------------------------|------------------------------|------|---------------------------------------|------|--------------|------|
| | | <i>N</i> | % | <i>n</i> | % | <i>n</i> | % |
| Citizenship status | U.S. Citizen | 2,692 | 94.5 | 363 | 90.8 | 3,055 | 94.0 |
| | Not U.S. Citizen | 151 | 5.3 | 37 | 9.3 | 188 | 5.8 |
| | Missing/Unknown | 6 | 0.2 | 0 | 0 | 6 | 0.2 |
| Disability status | Single Disability | 243 | 8.5 | 29 | 7.3 | 272 | 8.4 |
| | No Disability | 2,470 | 86.7 | 357 | 89.3 | 2,827 | 87.0 |
| | Multiple Disabilities | 115 | 4.0 | 12 | 3.0 | 127 | 3.9 |
| | Unknown/Missing/Other | 21 | 0.7 | < 5 | --- | 23 | 0.7 |
| Religious/Spiritual identity | Christian Identity | 2,054 | 72.1 | 286 | 71.5 | 2,340 | 72.0 |
| | Other Identity-based | 58 | 2.0 | 14 | 3.5 | 72 | 2.2 |
| | No Identity including Not Listed | 645 | 22.6 | 82 | 20.5 | 727 | 22.4 |
| | Multiple Identities | 61 | 2.1 | 13 | 3.3 | 74 | 2.3 |
| | Missing/Unknown | 31 | 1.1 | 5 | 1.3 | 36 | 1.1 |

Note: % is the percent of each column for that demographic category (e.g., percent of Undergraduate Student respondents who are women).

Appendix B

Data Tables

PART I: Demographics

The demographic information tables contain actual percentages, except where noted.

Table B1. What is your current student status at UTC? (Question 1)

| Student status | <i>n</i> | % |
|---|--------------|-------------|
| Undergraduate student | 2,849 | 87.7 |
| Started at UTC as a first-year student | 1,985 | 69.7 |
| Transferred to UTC from another institution | 864 | 30.3 |
| Graduate student | 400 | 12.3 |
| Non-degree | 12 | 3.0 |
| Certificate | 11 | 2.8 |
| Master's degree | 259 | 64.8 |
| Education Specialist degree | 0 | 0.0 |
| Doctoral degree | 118 | 29.5 |

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that current student status? (Question 2)

| Status | <i>n</i> | % |
|-----------|----------|------|
| Full-time | 2,723 | 83.8 |
| Part-time | 365 | 11.2 |
| Missing | 161 | 5.0 |

Table B3. Students only: What percentage of your classes have you taken exclusively on-line at UTC? (Question 3)

| Courses on-line | <i>n</i> | % |
|-----------------|----------|------|
| 100% | 126 | 3.9 |
| 76%-99% | 101 | 3.1 |
| 51%-75% | 120 | 3.7 |
| 26%- 50% | 415 | 12.8 |
| 0%-25% | 2,485 | 76.5 |
| Missing | 2 | 0.1 |

Table B4. What is your age? (Question 32)

| Age | <i>n</i> | % |
|---------------|----------|------|
| 19 or younger | 923 | 28.4 |
| 20-21 | 961 | 29.6 |
| 22-24 | 610 | 18.8 |
| 25-34 | 414 | 12.7 |
| 35-44 | 139 | 4.3 |
| 45-54 | 98 | 3.0 |
| 55-64 | 38 | 1.2 |
| 65-74 | 8 | 0.2 |
| 75 and older | 1 | 0.0 |
| Missing | 57 | 1.8 |

**Table B5. What is your citizenship/immigration status in the U.S.? (Mark all that apply.)
 (Question 33)**

| Citizenship status | <i>n</i> | % |
|--|----------|------|
| U.S. citizen, birth | 3,055 | 94.2 |
| U.S. citizen, naturalized | 115 | 3.5 |
| Permanent resident | 44 | 1.4 |
| A visa holder (such as J-1, H1-B, and U) | 26 | 0.8 |
| DACA (Deferred Action for Childhood Arrival) | 1 | 0.0 |
| DAPA (Deferred Action for Parental Accountability) | 1 | 0.0 |
| Other legally documented status | 1 | 0.0 |
| Currently under a withholding of removal status | 0 | 0.0 |
| Refugee status | 0 | 0.0 |
| Undocumented resident | 0 | 0.0 |
| Missing | 6 | 0.2 |

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B6. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 34)

| Racial/ethnic identity | <i>n</i> | % |
|---|----------|------|
| White/European American | 2,693 | 82.9 |
| Black/African American | 351 | 10.8 |
| Hispanic/Latin@/Chicano@ | 129 | 4.0 |
| Asian/Asian American | 103 | 3.2 |
| American Indian/Native | 69 | 2.1 |
| Middle Eastern/Southwest Asian | 39 | 1.2 |
| Pacific Islander | 23 | 0.7 |
| Native Hawaiian | 6 | 0.2 |
| Alaska Native | 5 | 0.2 |
| A racial/ethnic/national identity not listed here | 28 | 0.9 |

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B7. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 35)

| Sexual identity | <i>n</i> | % |
|-----------------------------------|----------|------|
| Heterosexual | 2,883 | 88.7 |
| Bisexual | 153 | 4.7 |
| Gay | 38 | 1.2 |
| Lesbian | 32 | 1.0 |
| Asexual* | 15 | 0.5 |
| Pansexual* | 9 | 0.3 |
| A sexual identity not listed here | 55 | 1.7 |
| Missing | 64 | 2.0 |

*Asexual and Pansexual were not options offered in the original survey, but sufficient numbers of respondents wrote them in so they were identified as categories and included in the table.

Table B8. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 36)

| Caregiving responsibility | <i>n</i> | % |
|---|--------------|-------------|
| No | 2,888 | 88.9 |
| Yes | 350 | 10.8 |
| Children 5 years or younger | 151 | 43.1 |
| Children 6-18 years | 184 | 52.6 |
| Children over 18 years of age, but still legally dependent (e.g., in college, disabled) | 42 | 12.0 |
| Independent adult children over 18 years of age | 31 | 8.9 |
| Sick or disabled partner | 12 | 3.4 |
| Senior or other family member | 62 | 17.7 |
| A parenting or caregiving responsibility not listed here | 11 | 3.1 |
| Missing | 11 | 0.3 |

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B9. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard? (Question 37)

| Military status | <i>n</i> | % |
|---|----------|------|
| Never served in the military | 3,108 | 95.7 |
| On active duty in the past, but not now | 82 | 2.5 |
| ROTC | 29 | 0.9 |
| Now on active duty (including Reserves or National Guard) | 25 | 0.8 |
| Missing | 5 | 0.2 |

Table B10. What is your birth sex (assigned)? (Question 38)

| Birth sex | <i>n</i> | % |
|---------------------------------------|----------|------|
| Female | 2,124 | 65.4 |
| Male | 1,103 | 33.9 |
| An assigned birth sex not listed here | 14 | 0.4 |
| Missing | 8 | 0.2 |

Table B11. What is your gender/gender identity? (Question 39)

| Gender identity | <i>n</i> | % |
|--------------------------|----------|------|
| Woman | 2,111 | 65.0 |
| Man | 1,090 | 33.5 |
| Transgender | 8 | 0.2 |
| A gender not listed here | 32 | 1.0 |
| Missing | 8 | 0.2 |

Table B12. What is your current gender expression? (Question 40)

| Gender expression | <i>n</i> | % |
|-------------------------------------|----------|------|
| Feminine | 2,057 | 63.3 |
| Masculine | 1,048 | 32.3 |
| Androgynous | 64 | 2.0 |
| A gender expression not listed here | 56 | 1.7 |
| Missing | 24 | 0.7 |

Table B13. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 41)

| Level of education | Parent/guardian 1 | | Parent/guardian 2 | |
|---------------------------------------|-------------------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % |
| No high school | 52 | 1.6 | 49 | 1.5 |
| Some high school | 104 | 3.2 | 124 | 3.8 |
| Completed high school/GED | 616 | 19.0 | 636 | 19.6 |
| Some college | 528 | 16.3 | 547 | 16.8 |
| Business/technical certificate/degree | 139 | 4.3 | 169 | 5.2 |
| Associate's degree | 218 | 6.7 | 231 | 7.1 |
| Bachelor's degree | 831 | 25.6 | 855 | 26.3 |
| Some graduate work | 52 | 1.6 | 52 | 1.6 |
| Master's degree (MA, MS, MBA) | 487 | 15.0 | 350 | 10.8 |
| Specialist degree (EdS) | 24 | 0.7 | 13 | 0.4 |
| Doctoral degree (PhD, EdD) | 90 | 2.8 | 30 | 0.9 |
| Professional degree (MD, JD) | 63 | 1.9 | 33 | 1.0 |
| Unknown | 18 | 0.6 | 66 | 2.0 |
| Not applicable | 22 | 0.7 | 81 | 2.5 |
| Missing | 5 | 0.2 | 13 | 0.4 |

Table B14. Undergraduate Students only: How many semesters have you been at UTC (excluding summer semester)? (Question 42)

| Semesters at UTC | <i>n</i> | % |
|------------------|----------|------|
| Less than one | 129 | 4.5 |
| 1 | 353 | 12.4 |
| 2 | 524 | 18.4 |
| 3 | 282 | 9.9 |
| 4 | 462 | 16.2 |
| 5 | 175 | 6.1 |
| 6 | 365 | 12.8 |
| 7 | 130 | 4.6 |
| 8 | 267 | 9.4 |
| 9 | 41 | 1.4 |
| 10 | 59 | 2.1 |
| 11 | 9 | .3 |
| 12 | 17 | .6 |
| 13 or more | 33 | 1.2 |
| Missing | 3 | 0.1 |

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,849).

**Table B15. Undergraduate Students only: What is your major? (Mark all that apply.)
 (Question 43)**

| Major | <i>n</i> | % |
|---|----------|------|
| Art | 46 | 1.6 |
| Art History | 4 | 0.1 |
| Art Education | 10 | 0.4 |
| Biology | 233 | 8.2 |
| Business Administration | 509 | 17.9 |
| Chemical Engineering | 32 | 1.1 |
| Chemistry | 66 | 2.3 |
| Civil Engineering | 38 | 1.3 |
| Communication | 147 | 5.2 |
| Computer Science | 78 | 2.7 |
| Criminal Justice | 148 | 5.2 |
| Early Childhood Education | 168 | 5.9 |
| Economics | 27 | 0.9 |
| Electrical Engineering | 45 | 1.6 |
| Engineering | 38 | 1.3 |
| Engineering Technology Management | 36 | 1.3 |
| English & American Language & Literature | 68 | 2.4 |
| Environmental Science | 65 | 2.3 |
| Exceptional Learning | 12 | 0.4 |
| Geology | 20 | 0.7 |
| Health & Human Performance | 275 | 9.7 |
| History | 41 | 1.4 |
| Humanities | 30 | 1.1 |
| Integrated Studies | 15 | 0.5 |
| Interior Architecture and Design | 27 | 0.9 |
| Legal Assistant Studies | 16 | 0.6 |
| Mathematics | 37 | 1.3 |
| Mechanical Engineering | 84 | 2.9 |
| Middle Grades Education | 17 | 0.6 |
| Modern & Classical Languages & Literature | 29 | 1.0 |
| Music | 19 | 0.7 |
| Nursing | 185 | 6.5 |
| Philosophy & Religion | 9 | 0.3 |

| Major | <i>n</i> | % |
|--|----------|-----|
| Physics | 9 | 0.3 |
| Political Science | 83 | 2.9 |
| Psychology | 193 | 6.8 |
| Secondary Education | 37 | 1.3 |
| Social Work | 53 | 1.9 |
| Sociology & Anthropology | 49 | 1.7 |
| Theatre | 19 | 0.7 |
| Undergraduate/Post-Bachelors Certificate | | |
| <i>Biomedical Informatics</i> | 3 | 0.1 |
| <i>Business Administration</i> | 67 | 2.4 |
| <i>Computer Science</i> | 11 | 0.4 |
| <i>Education</i> | 43 | 1.5 |
| <i>Engineering</i> | 17 | 0.6 |
| <i>Engineering Management</i> | 8 | 0.3 |
| <i>English</i> | 17 | 0.6 |
| <i>Public Administration</i> | 8 | 0.3 |
| <i>STEM</i> | 29 | 1.0 |

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B16. Graduate/Professional Students only: What is your academic program? (Mark all that apply.) (Question 44)

| Academic program | <i>n</i> | % |
|---------------------------------|----------|------|
| Masters | | |
| Accounting | 9 | 2.3 |
| Athletic Training | 6 | 1.5 |
| Business Administration | 77 | 19.3 |
| Computer Science | 20 | 5.0 |
| Counseling | 12 | 3.0 |
| Criminal Justice | 16 | 4.0 |
| Elementary Education | 8 | 2.0 |
| Engineering | 14 | 3.5 |
| Engineering Management | 11 | 2.8 |
| English | 13 | 3.3 |
| Environmental Science | 7 | 1.8 |
| Health & Human Performance | 4 | 1.0 |
| Interior Design | 1 | 0.3 |
| Mathematics | 10 | 2.5 |
| Music | 0 | 0.0 |
| Nursing | 32 | 8.0 |
| Psychology | 18 | 4.5 |
| Public Administration | 12 | 3.0 |
| School Leadership | 6 | 1.5 |
| Secondary Education | 16 | 4.0 |
| Social Work | 4 | 1.0 |
| Special Education | 3 | 0.8 |
| Post-Masters Certificate | | |
| Counseling | 2 | 0.5 |
| Nursing | 8 | 2.0 |
| School Leadership | 3 | 0.8 |
| Specialist in Education | | |
| Educational Leadership | 3 | 0.8 |
| Instructional Leadership | 2 | 0.5 |
| School Psychology | 8 | 2.0 |
| Principal Licensure | 2 | 0.5 |

| Academic program | <i>n</i> | % |
|-----------------------|----------|-----|
| Doctoral | | |
| Engineering | 6 | 1.5 |
| Learning & Leadership | 32 | 8.0 |
| Nursing | 24 | 6.0 |
| Occupational Therapy | 31 | 7.8 |
| Physical Therapy | 22 | 5.5 |

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 400).

Table B17. Do you have a condition/disability that influences your learning, working, or living activities? (Question 45)

| Condition/disability | <i>n</i> | % |
|----------------------|----------|------|
| No | 2,827 | 87.0 |
| Yes | 417 | 12.8 |
| Missing | 5 | 0.2 |

Table B18. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 46)

| Condition | <i>n</i> | % |
|--|----------|------|
| Mental health/psychological condition (e.g., anxiety, depression) | 178 | 42.7 |
| Attention Deficit/Hyperactivity Disorder | 161 | 38.6 |
| Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia) | 71 | 17.0 |
| Learning disability | 63 | 15.1 |
| Asperger's/Autism Spectrum | 27 | 6.5 |
| Physical/mobility condition that affects walking | 26 | 6.2 |
| Low vision or blind | 17 | 4.1 |
| Physical/mobility condition that does not affect walking | 14 | 3.4 |
| Hard of hearing or deaf | 12 | 2.9 |
| Acquired/Traumatic Brain Injury | 10 | 2.4 |
| Cognitive/Language-based | 8 | 1.9 |
| Speech/communication condition | 7 | 1.7 |
| A disability/condition not listed here | 8 | 1.9 |

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 45 (*n* = 417). Percentages may not sum to 100% as a result of multiple responses.

Table B19. Are you registered with the Disability Resource Center? (Question 47)

| Registered with Center | <i>n</i> | % |
|------------------------|----------|------|
| No | 232 | 55.6 |
| Yes | 184 | 44.1 |
| Missing | 1 | 0.2 |

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 45 (*n* = 417).

Table B20. Is English your primary language? (Question 48)

| <u>English primary language</u> | <u><i>n</i></u> | <u>%</u> |
|---------------------------------|-----------------|------------|
| No | 108 | 3.3 |
| Yes | 3,071 | 94.5 |
| <u>Missing</u> | <u>70</u> | <u>2.2</u> |

Table B21. What is your religious or spiritual identity? (Mark all that apply.) (Question 49)

| Spiritual identity | <i>n</i> | % | <i>n</i> | % |
|---|--------------|-------------|---|----------------|
| Agnostic | 246 | 7.6 | United Methodist | 211 8.8 |
| Atheist | 150 | 4.6 | United Church of Christ | 5 0.2 |
| Baha’i | 1 | 0.0 | Christian affiliation not listed | 31 1.3 |
| Buddhist | 29 | 0.9 | Confucianist | ND ND |
| Christian | 2,396 | 73.7 | Druid | 8 0.2 |
| African Methodist Episcopal | 11 | 0.5 | Hindu | 16 0.5 |
| AME Zion | 4 | 0.2 | Jain | 1 0.0 |
| Assembly of God | 15 | 0.6 | Jehovah’s Witness | 6 0.2 |
| Baptist | 842 | 35.1 | Jewish | 17 0.5 |
| Catholic/Roman Catholic | 272 | 11.4 | Conservative | 6 35.3 |
| Church of Christ | 136 | 5.7 | Orthodox | 1 5.9 |
| Church of God in Christ | 39 | 1.6 | Reform | 6 35.3 |
| Christian Orthodox | 6 | 0.3 | Jewish affiliation not listed here | 4 23.5 |
| Christian Methodist Episcopal | 11 | 0.5 | Muslim | 19 0.6 |
| Christian Reformed Church (CRC) | 3 | 0.1 | Ahmadi | 1 5.3 |
| Disciples of Christ | 10 | 0.4 | Shi’ite | 1 5.3 |
| Episcopalian | 35 | 1.5 | Sufi | 2 10.5 |
| Evangelical | 22 | 0.9 | Sunni | 13 68.4 |
| Greek Orthodox | 5 | 0.2 | Muslim affiliation not listed here | 3 15.8 |
| Lutheran | 41 | 1.7 | Native American Traditional Practitioner or Ceremonial | 6 0.2 |
| Mennonite | 3 | 0.1 | Pagan | 13 0.4 |
| Moravian | 2 | 0.1 | Rastafarian | 3 0.1 |
| Nazarene | 14 | 0.6 | Scientologist | 3 0.1 |
| Nondenominational Christian | 415 | 17.3 | Secular Humanist | 8 0.2 |
| Pentecostal | 38 | 1.6 | Shinto | 2 0.1 |
| Presbyterian | 110 | 4.6 | Sikh | 2 0.1 |
| Protestant | 28 | 1.2 | Taoist | 10 0.3 |
| Protestant Reformed Church (PR) | 6 | 0.3 | Tenrikyo | 2 0.1 |
| Quaker | 3 | 0.1 | Unitarian Universalist | 8 0.2 |
| Reformed Church of America (RCA) | 3 | 0.1 | Wiccan | 7 0.2 |
| Russian Orthodox | 4 | 0.2 | Spiritual, but no religious affiliation | 143 4.4 |
| Seventh Day Adventist | 38 | 1.6 | No affiliation | 254 7.8 |
| The Church of Jesus Christ of Latter-day Saints | 9 | 0.4 | A religious affiliation or spiritual identity not listed above | 42 1.3 |

Note: Percentages may not sum to 100% as a result of multiple responses. ND is used for “no date.”

Table B22. Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 50)

| Financial Support | <i>n</i> | % |
|---|----------|------|
| I receive no support for living/educational expenses from family/guardian | 1,166 | 35.9 |
| I receive support for living/educational expenses from family/guardian | 1,926 | 59.3 |
| Missing | 157 | 4.8 |

Table B23. What is your *best estimate* of your family’s yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 51)

| Income | <i>n</i> | % |
|-----------------------|----------|------|
| \$29,999 and below | 701 | 21.6 |
| \$30,000 - \$49,999 | 497 | 15.3 |
| \$50,000 - \$69,999 | 531 | 16.3 |
| \$70,000 - \$99,999 | 537 | 16.5 |
| \$100,000 - \$149,999 | 505 | 15.5 |
| \$150,000 - \$199,999 | 230 | 7.1 |
| \$200,000 - \$249,999 | 81 | 2.5 |
| \$250,000 - \$499,999 | 69 | 2.1 |
| \$500,000 or more | 31 | 1.0 |
| Missing | 67 | 2.1 |

Table B24. Undergraduate Students only: Where do you live? (Question 52)

| Residence | <i>n</i> | % |
|---|--------------|-------------|
| Campus housing | 1,071 | 37.6 |
| Stophel | 156 | 18.7 |
| Lockmiller | 118 | 14.1 |
| Boling | 116 | 13.9 |
| Johnson Obear | 113 | 13.5 |
| UC Foundation | 97 | 11.6 |
| Decosimo | 84 | 10.1 |
| Walker | 63 | 7.6 |
| Guerry | 44 | 5.3 |
| Stagmaier | 43 | 5.2 |
| Non-campus housing | 1,748 | 61.4 |
| Housing outside one mile from UTC | 762 | 51.8 |
| Living with family member/guardian | 396 | 26.9 |
| Housing close to campus (within one mile of UTC) | 314 | 21.3 |
| Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab) | 19 | 0.7 |
| Missing | 11 | 0.4 |

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,849). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B25. Undergraduate Students only: Since having been a student at UTC, have you been a member or participated in any of the following? (Mark all that apply.) (Question 53)

| Clubs/organizations | <i>n</i> | % |
|--|----------|------|
| I do not participate in any clubs or organizations at UTC | 1,008 | 35.4 |
| Greek Letter Organization | 624 | 21.9 |
| Faith or spirituality-based organization | 609 | 21.4 |
| Campus Recreational Organization (Club sport, intramural team) | 459 | 16.1 |
| Academic and Academic Honorary Organizations | 448 | 15.7 |
| Professional or pre-professional organization | 238 | 8.4 |
| Service or Philanthropic organization | 160 | 5.6 |
| Governance organization (SGA, GSA, etc.) | 135 | 4.7 |
| Intercollegiate Athletic Team | 115 | 4.0 |
| Political or Issue-oriented organization | 103 | 3.6 |
| Culture-specific organization | 98 | 3.4 |
| Health and Wellness organization | 97 | 3.4 |
| Publication/Student Media organization | 46 | 1.6 |
| A student organization not listed above | 239 | 8.4 |

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,849). Percentages may not sum to 100% due to multiple responses.

Table B26. Undergraduate Students only: At the end of your last semester, what was your cumulative grade point average? (Question 54)

| GPA | <i>N</i> | % |
|----------------|----------|------|
| 3.75 – 4.00 | 611 | 21.4 |
| 3.50 – 3.74 | 472 | 16.6 |
| 3.25 – 3.49 | 449 | 15.8 |
| 3.00 – 3.24 | 410 | 14.4 |
| 2.75 - 2.99 | 367 | 12.9 |
| 2.50 – 2.74 | 225 | 7.9 |
| 2.25 – 2.49 | 120 | 4.2 |
| 2.00 – 2.24 | 87 | 3.1 |
| 1.99 and below | 89 | 3.1 |
| Missing | 19 | 0.7 |

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,849).

Table B27. Have you experienced financial hardship while at UTC? (Question 55)

| Financial hardship | <i>N</i> | % |
|--------------------|----------|------|
| No | 1,710 | 52.6 |
| Yes | 1,535 | 47.2 |
| Missing | 4 | 0.1 |

**Table B28. How have you experienced the financial hardship? (Mark all that apply.)
 (Question 56)**

| Experience | <i>n</i> | % |
|--|----------|------|
| Difficulty purchasing my books/course materials | 965 | 62.9 |
| Difficulty affording tuition | 916 | 59.7 |
| Difficulty in affording housing | 664 | 43.3 |
| Difficulty affording food | 652 | 42.5 |
| Difficulty participating in social events | 469 | 30.6 |
| Difficulty affording academic related activities (e.g., study abroad, service learning) | 360 | 23.5 |
| Difficulty affording commuting to campus (e.g., transportation, parking) | 350 | 22.8 |
| Difficulty in affording other campus fees | 347 | 22.6 |
| Difficulty in affording alternative spring breaks | 329 | 21.4 |
| Difficulty affording travel to and from UTC | 314 | 20.5 |
| Difficulty finding employment | 295 | 19.2 |
| Difficulty in affording health care | 289 | 18.8 |
| Difficulty affording co-curricular events or activities | 279 | 18.2 |
| Difficulty in affording unpaid internships/research opportunities | 268 | 17.5 |
| Difficulty in affording childcare | 79 | 5.1 |
| A financial hardship not listed here | 74 | 4.8 |

Note: Table includes answers only from those respondents who indicated that they experienced financial hardship in Question 55 (*n* = 1,535). Percentages may not sum to 100% as a result of multiple responses.

Table B29. How are you currently paying for your education at UTC? (Mark all that apply.) (Question 57)

| Source of funding | <i>n</i> | % |
|---|----------|------|
| Loans | 1,591 | 49.0 |
| Family contribution | 1,355 | 41.7 |
| Non-need based scholarship (e.g., HOPE) | 1,301 | 40.0 |
| Off campus employment | 845 | 26.0 |
| Grant (e.g., Pell) | 827 | 25.5 |
| Personal contribution/job | 722 | 22.2 |
| On campus employment | 307 | 9.4 |
| Need-based scholarship (e.g., ASPIRE) | 305 | 9.4 |
| Credit card | 291 | 9.0 |
| GI Bill/Veterans benefits | 133 | 4.1 |
| Graduate/Research assistantship | 88 | 2.7 |
| Resident assistant | 43 | 1.3 |
| Dependent tuition (e.g., family member works at UTC) | 39 | 1.2 |
| Money from home country | 18 | 0.6 |
| Graduate fellowship | 2 | 0.1 |
| A method of payment not listed here | 150 | 4.6 |

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B30. Undergraduate Students only: Are you employed either on campus or off-campus during the academic year? (Question 58)

| Employed | <i>n</i> | % |
|-------------------------------|--------------|-------------|
| No | 1,051 | 36.9 |
| Yes, I work on campus | 437 | 15.3 |
| 1-10 hours/week | 184 | 43.5 |
| 11-20 hours/week | 184 | 43.5 |
| 21-30 hours/week | 31 | 7.3 |
| 31-40 hours/week | 19 | 4.5 |
| More than 40 hours/week | 5 | 1.2 |
| Yes, I work off campus | 1,452 | 51.0 |
| 1-10 hours/week | 216 | 15.7 |
| 11-20 hours/week | 472 | 34.3 |
| 21-30 hours/week | 409 | 29.7 |
| 31-40 hours/week | 201 | 14.6 |
| More than 40 hours/week | 78 | 5.7 |

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,849).

Table B31. Graduate Students only: Are you employed either on campus or off-campus during the academic year? (Question 59)

| Employed | <i>n</i> | % |
|-------------------------------|------------|-------------|
| No | 95 | 23.8 |
| Yes, I work on campus | 114 | 28.5 |
| 1-10 hours/week | 26 | 23.2 |
| 11-20 hours/week | 49 | 43.8 |
| 21-30 hours/week | 11 | 9.8 |
| 31-40 hours/week | 14 | 12.5 |
| More than 40 hours/week | 12 | 10.7 |
| Yes, I work off campus | 208 | 52.0 |
| 1-10 hours/week | 13 | 6.6 |
| 11-20 hours/week | 25 | 12.8 |
| 21-30 hours/week | 14 | 7.1 |
| 31-40 hours/week | 56 | 28.6 |
| More than 40 hours/week | 88 | 44.9 |

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 400).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B32. Overall, how comfortable are you with the climate at UTC? (Question 4)

| Comfort | <i>n</i> | % |
|--|----------|------|
| Very comfortable | 1,161 | 35.8 |
| Comfortable | 1,610 | 49.6 |
| Neither comfortable nor uncomfortable | 347 | 10.7 |
| Uncomfortable | 105 | 3.2 |
| Very uncomfortable | 20 | 0.6 |

Table B33. Overall, how comfortable are you with the climate in your academic department at UTC? (Question 5)

| Comfort | <i>n</i> | % |
|--|----------|------|
| Very comfortable | 1,205 | 37.1 |
| Comfortable | 1,458 | 44.9 |
| Neither comfortable nor uncomfortable | 407 | 12.5 |
| Uncomfortable | 134 | 4.1 |
| Very uncomfortable | 45 | 1.4 |

Table B34. Overall, how comfortable are you with the climate in your classes at UTC? (Question 6)

| Comfort | <i>n</i> | % |
|--|----------|------|
| Very comfortable | 976 | 30.1 |
| Comfortable | 1,744 | 53.8 |
| Neither comfortable nor uncomfortable | 386 | 11.9 |
| Uncomfortable | 106 | 3.3 |
| Very uncomfortable | 30 | 0.9 |

Table B35. Have you ever seriously considered leaving UTC? (Question 7)

| Considered leaving | <i>n</i> | % |
|--------------------|----------|------|
| No | 2,486 | 76.5 |
| Yes | 763 | 23.5 |
| Missing | 0 | 0.0 |

Table B36. When did you seriously consider leaving UTC? (Mark all that apply.) (Question 8)

| Year | <i>n</i> | % |
|------------------------------------|----------|------|
| During my first semester | 286 | 37.5 |
| During my first year as a student | 332 | 43.5 |
| During my second year as a student | 287 | 37.6 |
| During my third year as a student | 143 | 18.7 |
| During my fourth year as a student | 62 | 8.1 |
| During my fifth year as a student | 21 | 2.8 |
| After my fifth year as a student | 11 | 1.4 |

Note: Table includes answers only from those who indicated that they considered leaving in Question 7 (*n* = 763). Percentages may not sum to 100% as a result of multiple responses.

Table B37. Students only: Why did you seriously consider leaving UTC? (Mark all that apply.) (Question 9)

| Reasons | <i>n</i> | % |
|---|----------|------|
| Lack of a sense of belonging | 294 | 38.5 |
| Lack of social life | 224 | 29.4 |
| Financial reasons | 194 | 25.4 |
| Climate was not welcoming | 161 | 21.1 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 160 | 21.0 |
| Homesick | 140 | 18.3 |
| Lack of support group | 115 | 15.1 |
| Coursework was too difficult | 90 | 11.8 |
| Didn't like major | 77 | 10.1 |
| Didn't have my major | 60 | 7.9 |
| Lack of support services | 60 | 7.9 |
| Unhealthy social relationships | 59 | 7.7 |
| Coursework not challenging enough | 44 | 5.8 |
| Didn't meet the selection criteria for a major | 36 | 4.7 |
| My marital/relationship status | 36 | 4.7 |
| A reason not listed above | 223 | 29.2 |

Note: Table includes answers only from those who indicated that they considered leaving in Question 7 (*n* = 763). Percentages may not sum to 100% as a result of multiple responses.

Table B38. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UTC. (Question 11)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|----------|----------|----------|----------------------------|----------|----------|----------|-------------------|----------|
| | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> |
| I am performing up to my full academic potential. | 1,048 | 32.3 | 1,558 | 48.0 | 335 | 10.3 | 276 | 8.5 | 30 | 0.9 |
| Few of my courses this year have been intellectually stimulating. | 474 | 14.7 | 954 | 29.5 | 483 | 15.0 | 951 | 29.5 | 367 | 11.4 |
| I am satisfied with my academic experience at UTC. | 962 | 29.8 | 1,663 | 51.6 | 381 | 11.8 | 175 | 5.4 | 43 | 1.3 |
| I am satisfied with the extent of my intellectual development since enrolling at UTC. | 1,039 | 32.2 | 1,609 | 49.9 | 413 | 12.8 | 128 | 4.0 | 34 | 1.1 |
| I have performed academically as well as I anticipated I would. | 915 | 28.3 | 1,357 | 41.9 | 468 | 14.5 | 411 | 12.7 | 86 | 2.7 |
| My academic experience has had a positive influence on my intellectual growth and interest in ideas. | 1,229 | 38.1 | 1,466 | 45.4 | 375 | 11.6 | 121 | 3.7 | 37 | 1.1 |
| My interest in ideas and intellectual matters has increased since coming to UTC. | 1,233 | 38.2 | 1,380 | 42.7 | 450 | 13.9 | 132 | 4.1 | 36 | 1.1 |
| I intend to graduate from UTC. | 2,249 | 69.7 | 744 | 23.1 | 172 | 5.3 | 29 | 0.9 | 32 | 1.0 |
| Thinking ahead, it is likely that I will leave UTC without meeting my academic goal. | 190 | 5.9 | 228 | 7.1 | 333 | 10.3 | 951 | 29.4 | 1,528 | 47.3 |

Table B39. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UTC? (Question 12)

| Experienced conduct | <i>n</i> | % |
|---------------------|----------|------|
| No | 2,926 | 90.2 |
| Yes | 317 | 9.8 |

Table B40. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)

| Basis | <i>n</i> | % |
|---|----------|------|
| Political views | 87 | 27.4 |
| Academic Performance | 55 | 17.4 |
| Age | 55 | 17.4 |
| Ethnicity | 48 | 15.1 |
| Gender/gender identity | 47 | 14.8 |
| Major field of study | 43 | 13.6 |
| Religious/spiritual views | 41 | 12.9 |
| Participation in an organization/team | 35 | 11.0 |
| Racial identity | 34 | 10.7 |
| Mental Health/Psychological disability/condition | 32 | 10.1 |
| Physical characteristics | 26 | 8.2 |
| Philosophical views | 26 | 8.2 |
| Learning disability/condition | 22 | 6.9 |
| Sexual identity | 22 | 6.9 |
| Socioeconomic status | 17 | 5.4 |
| Gender expression | 13 | 4.1 |
| Medical disability/condition | 12 | 3.8 |
| Parental status (e.g., having children) | 11 | 3.5 |
| Marital status (e.g., single, married, partnered) | 10 | 3.2 |
| English language proficiency/accent | 9 | 2.8 |
| Pregnancy | 7 | 2.2 |
| International status/national origin | 6 | 1.9 |
| Immigrant/citizen status | 4 | 1.3 |
| Military/veteran status | 3 | 0.9 |
| Physical disability/condition | 3 | 0.9 |
| Don't know | 65 | 20.5 |
| A reason not listed above | 51 | 16.1 |

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 317). Percentages may not sum to 100 as a result of multiple responses.

Table B41. How did you experience the conduct? (Mark all that apply.) (Question 14)

| Form | <i>n</i> | % |
|--|----------|------|
| I was ignored or excluded | 122 | 38.5 |
| I was isolated or left out | 120 | 37.9 |
| I was intimidated/bullied | 99 | 31.2 |
| I was the target of derogatory verbal remarks | 84 | 26.5 |
| I experienced a hostile classroom environment | 78 | 24.6 |
| The conduct made me fear that I would get a poor grade | 69 | 21.8 |
| I felt others staring at me | 62 | 19.6 |
| I received derogatory phone calls/text messages/email | 28 | 8.8 |
| I was singled out as the spokesperson for my identity group | 27 | 8.5 |
| I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak) | 24 | 7.6 |
| I received derogatory written comments | 23 | 7.3 |
| The conduct threatened my physical safety | 22 | 6.9 |
| I was the target of racial/ethnic profiling | 20 | 6.3 |
| I was the target of stalking | 15 | 4.7 |
| I was the target of workplace incivility | 13 | 4.1 |
| Someone assumed I was admitted/hired/promoted due to my identity group | 13 | 4.1 |
| I received threats of physical violence | 12 | 3.8 |
| I was the target of graffiti/vandalism | 7 | 2.2 |
| I was the target of physical violence | 6 | 1.9 |
| Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group | 5 | 1.6 |
| An experience not listed above | 58 | 18.3 |

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 317). Percentages may not sum to 100 as a result of multiple responses.

Table B42. Where did the conduct occur? (Mark all that apply.) (Question 15)

| Location | <i>n</i> | % |
|---|----------|------|
| In a class/lab/clinical setting | 140 | 44.2 |
| In a campus residence hall/apartment | 61 | 19.2 |
| In other public spaces at UTC | 55 | 17.4 |
| While walking on campus | 44 | 13.9 |
| Off-campus | 39 | 12.3 |
| On phone calls/text messages/e-mail | 37 | 11.7 |
| In a meeting with a group of people | 36 | 11.4 |
| On social media (Facebook/Twitter/ Yik-Yak) | 32 | 10.1 |
| In a faculty office | 31 | 9.8 |
| At a UTC event/program | 28 | 8.8 |
| In a UTC library | 25 | 7.9 |
| In a meeting with one other person | 23 | 7.3 |
| In a staff office | 21 | 6.6 |
| In a UTC administrative office | 21 | 6.6 |
| In the University Center/Student Center | 18 | 5.7 |
| In a UTC dining facility | 13 | 4.1 |
| In off-campus housing | 12 | 3.8 |
| While working at a UTC job | 11 | 3.5 |
| In an experiential learning environment (e.g., community-based learning, retreat, externship, internship) | 10 | 3.2 |
| In an on-line learning environment | 8 | 2.5 |
| In a sorority house | 7 | 2.2 |
| In athletic facilities | 7 | 2.2 |
| In a fraternity house | 6 | 1.9 |
| In Counseling Services | 6 | 1.9 |
| In a religious center | 4 | 1.3 |
| In the Health Center | 3 | 0.9 |
| On a campus shuttle | 3 | 0.9 |
| A location not listed above | 20 | 6.3 |

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 317). Percentages may not sum to 100 as a result of multiple responses.

Table B43. Who/what was the source of the conduct? (Mark all that apply.) (Question 16)

| Source | <i>n</i> | % |
|---|----------|------|
| Student | 175 | 55.2 |
| Faculty member/other Instructional Staff | 72 | 22.7 |
| Friend | 41 | 12.9 |
| Stranger | 31 | 9.8 |
| Academic/Scholarship/Fellowship Advisor | 28 | 8.8 |
| Staff member | 26 | 8.2 |
| Co-worker/colleague | 16 | 5.0 |
| Student organization | 13 | 4.1 |
| Department/Program/Division Chair | 12 | 3.8 |
| Off campus community member | 12 | 3.8 |
| On social media (e.g., Facebook, Twitter, Yik-Yak) | 11 | 3.5 |
| Student staff | 11 | 3.5 |
| UTC media (e.g., posters, brochures, flyers, handouts, web sites) | 9 | 2.8 |
| Senior administrator (e.g., chancellor, vice chancellor, dean, provost) | 8 | 2.5 |
| Alumnus/a | 6 | 1.9 |
| Supervisor or manager | 6 | 1.9 |
| Student teaching assistant/student lab assistant/student tutor | 5 | 1.6 |
| Athletic coach/trainer | 4 | 1.3 |
| UTC Police/Security | 4 | 1.3 |
| Donor | 2 | 0.6 |
| Patient | 1 | 0.3 |
| Don't know source | 18 | 5.7 |
| A source not listed above | 18 | 5.7 |

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 317). Percentages may not sum to 100 as a result of multiple responses.

Table B44. How did you experience the conduct? (Mark all that apply.) (Question 17)

| Experience | <i>n</i> | % |
|-----------------------------|----------|------|
| I was angry. | 195 | 61.5 |
| I felt embarrassed. | 138 | 43.5 |
| I ignored it. | 92 | 29.0 |
| I was afraid. | 74 | 23.3 |
| I felt somehow responsible. | 47 | 14.8 |
| A feeling not listed above | 54 | 17.0 |

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 317$). Percentages may not sum to 100 as a result of multiple responses.

Table B45. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 18)

| Response | <i>n</i> | % |
|---|----------|------|
| I told a friend | 142 | 44.8 |
| I did not do anything | 124 | 39.1 |
| I avoided the person/venue | 122 | 38.5 |
| I told a family member | 108 | 34.1 |
| I contacted a UTC resource | 60 | 18.9 |
| <i>Faculty member</i> | 32 | 53.3 |
| <i>Dean of Students Office</i> | 16 | 26.7 |
| <i>Counseling and Personal Development Center</i> | 15 | 25.0 |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | 13 | 21.7 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 10 | 16.7 |
| <i>UTC Police Department</i> | 10 | 16.7 |
| <i>Women's Center</i> | 10 | 16.7 |
| <i>Title IX Coordinator</i> | 9 | 15.0 |
| <i>Supervisor</i> | 7 | 11.7 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 6 | 10.0 |
| <i>Office of Equity and Diversity</i> | 3 | 5.0 |
| <i>Office of Multicultural Affairs</i> | 3 | 5.0 |
| <i>Clergy Act Compliance Officer</i> | 2 | 3.3 |
| <i>Human Resources</i> | 2 | 3.3 |
| <i>Student Health Services</i> | 2 | 3.3 |
| <i>Athletics</i> | 2 | 3.3 |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | 1 | 1.7 |
| I confronted the person(s) at the time | 41 | 12.9 |
| I did not know who to go to | 37 | 11.7 |
| I confronted the person(s) later | 27 | 8.5 |
| I sought information online | 17 | 5.4 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam) | 10 | 3.2 |
| I contacted a local law enforcement official | 9 | 2.8 |
| I sought support from off-campus hot-line/advocacy services | 7 | 2.2 |
| A response not listed above | 41 | 12.9 |

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 317). Percentages may not sum to 100 as a result of multiple responses.

Table B46. Did you report the conduct? (Question 19)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I didn't report it. | 266 | 85.8 |
| Yes, I reported it (e.g., bias incident report, UTC System Ethics and Compliance Hotline). | 44 | 14.2 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 9 | 20.5 |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i> | 11 | 25.0 |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i> | 16 | 36.4 |

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 317).

Table B47. While a member of the UTC community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, sodomy or gang rape)? (Question 21)

| Experienced unwanted sexual contact/conduct | <i>n</i> | % |
|--|----------|------|
| No | 3,060 | 94.2 |
| Yes – relationship violence (e.g., ridiculed, controlling, hitting) | 25 | 0.8 |
| Yes – stalking (e.g., following me, on social media, texting, phone calls) | 44 | 1.4 |
| Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) | 103 | 3.2 |
| Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) | 69 | 2.1 |
| Yes – sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person’s intimate activity or sexual information without consent) | 7 | 0.2 |

Note: Percentages may not sum to 100 as a result of multiple responses.

Table B48. Were alcohol and/or drugs involved in the relationship violence? (Question 22rv)

| Year | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 14 | 58.3 |
| Yes | 10 | 41.7 |
| <i>Alcohol only</i> | 4 | 40.0 |
| <i>Drugs only</i> | 0 | 0.0 |
| <i>Both alcohol and drugs</i> | 3 | 30.0 |

Note: Table includes answers only from respondents who indicated that they experienced relationship violence (*n* = 25). Percentages may not sum to 100 as a result of multiple responses.

Table B49. What semester were you in when you experienced the relationship violence? (Mark all that apply.) (Question 23rv)

| Year | <i>n</i> | % |
|--|----------|------------|
| During my time as a graduate/ professional student at UTC | 3 | 12.0 |
| Undergraduate first year | 12 | 48.0 |
| <i>Fall semester</i> | 8 | 75.0 |
| <i>Spring semester</i> | 8 | 75.0 |
| <i>Summer semester</i> | 4 | 33.3 |
| Undergraduate second year | 12 | 48.0 |
| <i>Fall semester</i> | 10 | 83.3 |
| <i>Spring semester</i> | 6 | 50.0 |
| <i>Summer semester</i> | 3 | 25.0 |
| Undergraduate third year | 6 | 24.0 |
| <i>Fall semester</i> | 4 | 66.7 |
| <i>Spring semester</i> | 4 | 66.7 |
| <i>Summer semester</i> | 3 | 50.0 |
| Undergraduate fourth year | 5 | 20.0 |
| <i>Fall semester</i> | 5 | 100.0 |
| <i>Spring semester</i> | 3 | 60.0 |
| <i>Summer semester</i> | 2 | 40.0 |
| <u>After my fourth year as an undergraduate</u> | <u>2</u> | <u>8.0</u> |

Note: Table includes answers only from respondents who indicated that they experienced relationship violence ($n = 25$). Percentages may not sum to 100 as a result of multiple responses.

Table B50. Who did this to you? (Mark all that apply.) (Question 24rv)

| Source | <i>n</i> | % |
|---|----------|------|
| Current or former dating/intimate partner | 19 | 76.0 |
| UTC student | 8 | 32.0 |
| Acquaintance/friend | 7 | 28.0 |
| Stranger | 3 | 12.0 |
| Family member | 2 | 8.0 |
| UTC faculty member | 1 | 4.0 |
| UTC staff member | 1 | 4.0 |
| Other role/relationship not listed above | 2 | 8.0 |

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 25). Percentages may not sum to 100 as a result of multiple responses.

Table B51. Where did the relationship violence occur? (Mark all that apply.) (Question 30rv)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 15 | 60.0 |
| On campus | 16 | 64.0 |

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 25). Percentages may not sum to 100 as a result of multiple responses.

Table B52. How did you feel after experiencing the relationship violence? (Mark all that apply.) (Question 26rv)

| <u>Feeling after experiencing relationship violence</u> | <u><i>n</i></u> | <u>%</u> |
|---|-----------------|-------------|
| I felt angry. | 17 | 68.0 |
| I felt embarrassed. | 16 | 64.0 |
| I felt somehow responsible. | 16 | 64.0 |
| I felt afraid. | 15 | 60.0 |
| I ignored it. | 9 | 36.0 |
| <u>A feeling not listed above</u> | <u>3</u> | <u>12.0</u> |

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 25$). Percentages may not sum to 100 as a result of multiple responses.

Table B53. What did you do in response to experiencing the relationship violence? (Mark all that apply.) (Question 27rv)

| Reaction | <i>N</i> | % |
|--|----------|------|
| I told a friend. | 17 | 68.0 |
| I confronted the person(s) later. | 11 | 44.0 |
| I avoided the person/venue. | 10 | 40.0 |
| I did not do anything. | 9 | 36.0 |
| I confronted the person(s) at the time. | 9 | 36.0 |
| I sought information online. | 8 | 32.0 |
| I told a family member. | 8 | 32.0 |
| I contacted a UTC resource. | 5 | 20.0 |
| <i>Title IX Coordinator</i> | 4 | 80.0 |
| <i>Dean of Students Office</i> | 4 | 80.0 |
| <i>Faculty member</i> | 3 | 60.0 |
| <i>Counseling and Personal Development Center</i> | 3 | 60.0 |
| <i>UTC Police Department</i> | 2 | 40.0 |
| <i>Clery Act Compliance Officer</i> | 2 | 40.0 |
| <i>Women's Center</i> | 2 | 40.0 |
| <i>Supervisor</i> | 2 | 40.0 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 1 | 20.0 |
| <i>Office of Equity and Diversity</i> | 1 | 20.0 |
| <i>Human Resources</i> | 1 | 20.0 |
| <i>Office of Multicultural Affairs</i> | 1 | 20.0 |
| <i>Student Health Services</i> | 1 | 20.0 |
| <i>Athletics</i> | 1 | 20.0 |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | 1 | 20.0 |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | 1 | 20.0 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 1 | 20.0 |
| I didn't know who to go to. | 4 | 16.0 |
| I contacted a local law enforcement official. | 3 | 12.0 |
| I sought support from off-campus hot-line/advocacy services. | 3 | 12.0 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 3 | 12.0 |
| A response not listed above | 1 | 4.0 |

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 25$). Percentages may not sum to 100 as a result of multiple responses.

Table B54. Did you report the relationship violence? (Question 28rv)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I didn't report it. | 18 | 72.0 |
| Yes, I reported the incident (e.g., bias incident report, Title IX). | 7 | 28.0 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 3 | 42.9 |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i> | 3 | 42.9 |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i> | 0 | 0.0 |

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 25). Percentages may not sum to 100 as a result of multiple responses.

Table B55. Were alcohol and/or drugs involved in the stalking? (Question 22stlk)

| Year | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 40 | 90.9 |
| Yes | 4 | 9.1 |
| <i>Alcohol only</i> | 0 | 0.0 |
| <i>Drugs only</i> | 1 | 25.0 |
| <i>Both alcohol and drugs</i> | 1 | 25.0 |

Note: Table includes answers only from respondents who indicated that they experienced stalking (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B56. What semester were you in when you experienced the stalking? (Mark all that apply.) (Question 23stlk)

| Year | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/ professional student at UTC | 2 | 4.5 |
| Undergraduate first year | 20 | 45.5 |
| <i>Fall semester</i> | 17 | 85.0 |
| <i>Spring semester</i> | 11 | 55.0 |
| <i>Summer semester</i> | 4 | 20.0 |
| Undergraduate second year | 15 | 34.1 |
| <i>Fall semester</i> | 8 | 53.3 |
| <i>Spring semester</i> | 9 | 60.0 |
| <i>Summer semester</i> | 3 | 20.0 |
| Undergraduate third year | 5 | 11.4 |
| <i>Fall semester</i> | 3 | 60.0 |
| <i>Spring semester</i> | 4 | 80.0 |
| <i>Summer semester</i> | 1 | 20.0 |
| Undergraduate fourth year | 7 | 15.9 |
| <i>Fall semester</i> | 6 | 85.7 |
| <i>Spring semester</i> | 5 | 71.4 |
| <i>Summer semester</i> | 2 | 28.6 |
| <u>After my fourth year as an undergraduate</u> | 3 | 6.8 |

Note: Table includes answers only from respondents who indicated that they experienced stalking ($n = 44$). Percentages may not sum to 100 as a result of multiple responses.

Table B57. Who did this to you? (Mark all that apply.) (Question 24stlk)

| Source | <i>n</i> | % |
|---|----------|------|
| UTC student | 23 | 52.3 |
| Current or former dating/intimate partner | 11 | 25.0 |
| Acquaintance/friend | 9 | 20.5 |
| Stranger | 6 | 13.6 |
| UTC faculty member | 2 | 4.5 |
| Family member | 1 | 2.3 |
| UTC staff member | 1 | 2.3 |
| Other role/relationship not listed above | 5 | 11.4 |

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B58. Where did the stalking occur? (Mark all that apply.) (Question 30stlk)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 25 | 56.8 |
| On campus | 27 | 61.4 |

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B59. How did you feel after experiencing the stalking? (Mark all that apply.) (Question 26stlk)

| Feeling after experiencing stalking | <i>n</i> | % |
|-------------------------------------|----------|------|
| I felt afraid. | 24 | 54.5 |
| I felt angry. | 20 | 45.5 |
| I felt embarrassed. | 17 | 38.6 |
| I felt somehow responsible. | 14 | 31.8 |
| I ignored it. | 14 | 31.8 |
| A feeling not listed above | 6 | 13.6 |

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 44$). Percentages may not sum to 100 as a result of multiple responses.

Table B60. What did you do in response to experiencing the stalking? (Mark all that apply.) (Question 27stlk)

| Reaction | <i>n</i> | % |
|--|----------|------|
| I avoided the person/venue. | 31 | 70.5 |
| I told a friend. | 30 | 68.2 |
| I told a family member. | 23 | 52.3 |
| I confronted the person(s) at the time. | 12 | 27.3 |
| I contacted a UTC resource. | 12 | 27.3 |
| I contacted a local law enforcement official. | 9 | 20.5 |
| I sought information online. | 7 | 15.9 |
| I did not do anything. | 6 | 13.6 |
| I confronted the person(s) later. | 6 | 13.6 |
| I didn't know who to go to. | 6 | 13.6 |
| I sought support from off-campus hot-line/advocacy services. | 3 | 6.8 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 3 | 6.8 |
| A response not listed above. | 8 | 18.2 |

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B61. Did you report the stalking? (Question 28stlk)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I didn't report it. | 32 | 74.4 |
| Yes, I reported the incident (e.g., bias incident report, Title IX). | 11 | 25.6 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 2 | 18.2 |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i> | 5 | 45.4 |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i> | 2 | 18.2 |

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 44). Percentages may not sum to 100 as a result of multiple responses.

Table B62. Were alcohol and/or drugs involved in the sexual interaction? (Question 22si)

| Year | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 80 | 78.4 |
| Yes | 22 | 21.6 |
| <i>Alcohol only</i> | 13 | 59.1 |
| <i>Drugs only</i> | 1 | 4.5 |
| <i>Both alcohol and drugs</i> | 2 | 9.1 |

Note: Table includes answers only from respondents who indicated that they experienced sexual interaction (*n* = 103). Percentages may not sum to 100 as a result of multiple responses.

Table B63. What semester were you in when you experienced the sexual interaction? (Mark all that apply.) (Question 23si)

| Year | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/ professional student at UTC | 4 | 3.9 |
| Undergraduate first year | 69 | 67.0 |
| <i>Fall semester</i> | 54 | 78.3 |
| <i>Spring semester</i> | 40 | 58.0 |
| <i>Summer semester</i> | 3 | 4.3 |
| Undergraduate second year | 48 | 46.6 |
| <i>Fall semester</i> | 31 | 64.6 |
| <i>Spring semester</i> | 30 | 62.5 |
| <i>Summer semester</i> | 3 | 6.3 |
| Undergraduate third year | 26 | 25.2 |
| <i>Fall semester</i> | 20 | 76.9 |
| <i>Spring semester</i> | 15 | 57.7 |
| <i>Summer semester</i> | 3 | 11.5 |
| Undergraduate fourth year | 19 | 18.4 |
| <i>Fall semester</i> | 15 | 78.9 |
| <i>Spring semester</i> | 13 | 68.4 |
| <i>Summer semester</i> | 2 | 10.5 |
| <u>After my fourth year as an undergraduate</u> | 6 | 5.8 |

Note: Table includes answers only from Student respondents who indicated that they experienced sexual interaction (*n* = 103). Percentages may not sum to 100 as a result of multiple responses.

Table B64. Who did this to you? (Mark all that apply.) (Question 24si)

| Source | <i>n</i> | % |
|---|----------|------|
| UTC student | 61 | 59.2 |
| Stranger | 51 | 49.5 |
| Acquaintance/friend | 23 | 22.3 |
| Current or former dating/intimate partner | 6 | 5.8 |
| UTC staff member | 3 | 2.9 |
| UTC faculty member | 2 | 1.9 |
| Family member | 1 | 1.0 |
| Other role/relationship not listed above | 5 | 4.9 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 103). Percentages may not sum to 100 as a result of multiple responses.

Table B65. Where did the sexual interaction occur? (Mark all that apply.) (Question 30si)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 42 | 40.8 |
| On campus | 75 | 72.8 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 103). Percentages may not sum to 100 as a result of multiple responses.

Table B66. How did you feel after experiencing the sexual interaction? (Mark all that apply.) (Question 26si)

| <u>Feeling after experiencing sexual interaction</u> | <u><i>n</i></u> | <u>%</u> |
|--|-----------------|-------------|
| I felt angry. | 58 | 56.3 |
| I felt embarrassed. | 46 | 44.7 |
| I ignored it. | 44 | 42.7 |
| I felt afraid. | 35 | 34.0 |
| I felt somehow responsible. | 21 | 20.4 |
| <u>A feeling not listed above</u> | <u>15</u> | <u>14.6</u> |

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction ($n = 103$). Percentages may not sum to 100 as a result of multiple responses.

Table B67. What did you do in response to experiencing the sexual interaction? (Mark all that apply.) (Question 27si)

| Reaction | <i>n</i> | % |
|--|----------|------|
| I told a friend. | 57 | 55.3 |
| I avoided the person/venue. | 46 | 44.7 |
| I did not do anything. | 42 | 40.8 |
| I confronted the person(s) at the time. | 27 | 26.2 |
| I told a family member. | 16 | 15.5 |
| I contacted a UTC resource. | 9 | 8.7 |
| <i>Title IX Coordinator</i> | 4 | 44.4 |
| <i>Women's Center</i> | 4 | 44.4 |
| <i>Dean of Students Office</i> | 4 | 44.4 |
| <i>Faculty member</i> | 2 | 22.2 |
| <i>UTC Police Department</i> | 2 | 22.2 |
| <i>Counseling and Personal Development Center</i> | 2 | 22.2 |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | 2 | 22.2 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 2 | 22.2 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 1 | 11.1 |
| <i>Clergy Act Compliance Officer</i> | 1 | 11.1 |
| <i>Office of Equity and Diversity</i> | 1 | 11.1 |
| <i>Human Resources</i> | 1 | 11.1 |
| <i>Office of Multicultural Affairs</i> | 1 | 11.1 |
| <i>Student Health Services</i> | 1 | 11.1 |
| <i>Athletics</i> | 1 | 11.1 |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | 1 | 11.1 |
| <i>Supervisor</i> | 1 | 11.1 |
| I contacted a local law enforcement official. | 7 | 6.8 |
| I confronted the person(s) later. | 7 | 6.8 |
| I didn't know who to go to. | 4 | 3.9 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 2 | 1.9 |
| I sought information online. | 1 | 1.0 |
| I sought support from off-campus hot-line/advocacy services. | 1 | 1.0 |
| A response not listed above | 7 | 6.8 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 103). Percentages may not sum to 100 as a result of multiple responses.

Table B68. Did you report the sexual interaction? (Question 28si)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I didn't report it. | 90 | 88.2 |
| Yes, I reported the incident (e.g., bias incident report, Title IX). | 12 | 11.8 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 5 | 41.7 |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i> | 2 | 16.7 |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i> | 5 | 41.7 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 103). Percentages may not sum to 100 as a result of multiple responses.

Table B69. Were alcohol and/or drugs involved in the sexual contact? (Question 22sc)

| Year | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 22 | 32.4 |
| Yes | 46 | 67.6 |
| <i>Alcohol only</i> | 30 | 65.2 |
| <i>Drugs only</i> | 1 | 2.2 |
| <i>Both alcohol and drugs</i> | 8 | 17.4 |

Note: Table includes answers only from respondents who indicated that they experienced sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple responses.

Table B70. What semester were you in when you experienced the sexual contact? (Mark all that apply.) (Question 23sc)

| Year | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/ professional student at UTC | 1 | 1.4 |
| Undergraduate first year | 45 | 65.2 |
| <i>Fall semester</i> | 30 | 66.7 |
| <i>Spring semester</i> | 15 | 33.3 |
| <i>Summer semester</i> | 5 | 11.1 |
| Undergraduate second year | 18 | 26.1 |
| <i>Fall semester</i> | 11 | 61.1 |
| <i>Spring semester</i> | 11 | 61.1 |
| <i>Summer semester</i> | 6 | 33.3 |
| Undergraduate third year | 10 | 14.5 |
| <i>Fall semester</i> | 5 | 50.0 |
| <i>Spring semester</i> | 4 | 40.0 |
| <i>Summer semester</i> | 4 | 40.0 |
| Undergraduate fourth year | 7 | 10.1 |
| <i>Fall semester</i> | 4 | 57.1 |
| <i>Spring semester</i> | 2 | 28.6 |
| <i>Summer semester</i> | 2 | 28.6 |
| <u>After my fourth year as an undergraduate</u> | 2 | 2.9 |

Note: Table includes answers only from Student respondents who indicated that they experienced sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple responses.

Table B71. Who did this to you? (Mark all that apply.) (Question 24sc)

| Source | <i>n</i> | % |
|---|----------|------|
| Acquaintance/friend | 36 | 52.2 |
| UTC student | 23 | 33.3 |
| Stranger | 13 | 18.8 |
| Current or former dating/intimate partner | 13 | 18.8 |
| UTC staff member | 2 | 2.9 |
| Family member | 1 | 1.4 |
| UTC faculty member | 1 | 1.4 |
| Other role/relationship not listed above | 5 | 7.2 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple responses.

Table B72. Where did the sexual contact occur? (Mark all that apply.) (Question 30sc)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 40 | 58.0 |
| On campus | 31 | 44.9 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple responses.

Table B73. How did you feel after experiencing the sexual contact? (Mark all that apply.) (Question 26sc)

| Feeling after experiencing sexual contact | <i>n</i> | % |
|---|----------|------|
| I felt embarrassed. | 42 | 60.9 |
| I felt angry. | 41 | 59.4 |
| I felt somehow responsible. | 40 | 58.0 |
| I felt afraid. | 28 | 40.6 |
| I ignored it. | 21 | 30.4 |
| A feeling not listed above | 8 | 11.6 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple responses.

Table B74. What did you do in response to experiencing the sexual contact? (Mark all that apply.) (Question 27sc)

| Reaction | <i>n</i> | % |
|--|----------|------|
| I avoided the person/venue. | 46 | 66.7 |
| I told a friend. | 45 | 65.2 |
| I did not do anything. | 20 | 29.0 |
| I confronted the person(s) later. | 17 | 24.6 |
| I contacted a UTC resource. | 13 | 18.8 |
| <i>Counseling and Personal Development Center</i> | 8 | 61.5 |
| <i>Women's Center</i> | 6 | 46.2 |
| <i>Title IX Coordinator</i> | 5 | 38.5 |
| <i>Dean of Students Office</i> | 4 | 30.8 |
| <i>Faculty member</i> | 2 | 15.4 |
| <i>UTC Police Department</i> | 2 | 15.4 |
| <i>Student Health Services</i> | 2 | 15.4 |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | 2 | 15.4 |
| <i>Supervisor</i> | 2 | 15.4 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 1 | 7.7 |
| <i>Clergy Act Compliance Officer</i> | 1 | 7.7 |
| <i>Office of Equity and Diversity</i> | 1 | 7.7 |
| <i>Human Resources</i> | 1 | 7.7 |
| <i>Office of Multicultural Affairs</i> | 1 | 7.7 |
| <i>Athletics</i> | 1 | 7.7 |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | 1 | 7.7 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 1 | 7.7 |
| I told a family member. | 11 | 15.9 |
| I confronted the person(s) at the time. | 8 | 11.6 |
| I didn't know who to go to. | 8 | 11.6 |
| I sought information online. | 8 | 11.6 |
| I sought support from off-campus hot-line/advocacy services. | 6 | 8.7 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 6 | 8.7 |
| I contacted a local law enforcement official. | 3 | 4.3 |
| A response not listed above | 4 | 5.8 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple responses.

Table B75. Did you report the sexual contact? (Question 28sc)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I didn't report it. | 60 | 87.0 |
| Yes, I reported the incident (e.g., bias incident report, Title IX). | 9 | 13.0 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 3 | 33.3 |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i> | 3 | 33.3 |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i> | 3 | 33.3 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 69). Percentages may not sum to 100 as a result of multiple responses.

Table B76. Were alcohol and/or drugs involved in the sexual exploitation? (Question 22se)

| Year | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 3 | 42.9 |
| Yes | 4 | 57.1 |
| <i>Alcohol only</i> | 1 | 25.0 |
| <i>Drugs only</i> | 0 | 0.0 |
| <i>Both alcohol and drugs</i> | 1 | 25.0 |

Note: Table includes answers only from respondents who indicated that they experienced sexual exploitation (*n* = 7). Percentages may not sum to 100 as a result of multiple responses.

Table B77. What semester were you in when you experienced the sexual exploitation? (Mark all that apply.) (Question 23se)

| Year | <i>n</i> | % |
|--|----------|-------|
| During my time as a graduate/ professional student at UTC | 1 | 14.3 |
| Undergraduate first year | 2 | 28.6 |
| <i>Fall semester</i> | 0 | 0.0 |
| <i>Spring semester</i> | 1 | 50.0 |
| <i>Summer semester</i> | 1 | 50.0 |
| Undergraduate second year | 2 | 28.6 |
| <i>Fall semester</i> | 2 | 100.0 |
| <i>Spring semester</i> | 1 | 50.0 |
| <i>Summer semester</i> | 1 | 50.0 |
| Undergraduate third year | 2 | 28.6 |
| <i>Fall semester</i> | 1 | 50.0 |
| <i>Spring semester</i> | 1 | 50.0 |
| <i>Summer semester</i> | 2 | 100.0 |
| Undergraduate fourth year | 3 | 42.9 |
| <i>Fall semester</i> | 2 | 66.7 |
| <i>Spring semester</i> | 2 | 66.7 |
| <i>Summer semester</i> | 1 | 33.3 |
| <u>After my fourth year as an undergraduate</u> | 1 | 14.3 |

Note: Table includes answers only from Student respondents who indicated that they experienced sexual exploitation ($n = 7$). Percentages may not sum to 100 as a result of multiple responses.

Table B78. Who did this to you? (Mark all that apply.) (Question 24se)

| Source | <i>n</i> | % |
|---|----------|------|
| Stranger | 3 | 42.9 |
| UTC student | 3 | 42.9 |
| Acquaintance/friend | 2 | 28.6 |
| Current or former dating/intimate partner | 2 | 28.6 |
| Family member | 1 | 14.3 |
| UTC faculty member | 1 | 14.3 |
| UTC staff member | 1 | 14.3 |
| Other role/relationship not listed above | 2 | 28.6 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ($n = 7$). Percentages may not sum to 100 as a result of multiple responses.

Table B79. Where did the sexual exploitation occur? (Mark all that apply.) (Question 30se)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 4 | 57.1 |
| On campus | 2 | 28.6 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ($n = 7$). Percentages may not sum to 100 as a result of multiple responses.

Table B80. How did you feel after experiencing the sexual exploitation? (Mark all that apply.) (Question 26se)

| <u>Feeling after experiencing sexual exploitation</u> | <u><i>n</i></u> | <u>%</u> |
|---|-----------------|----------|
| I felt embarrassed. | 5 | 71.4 |
| I ignored it. | 5 | 71.4 |
| I felt angry. | 4 | 57.1 |
| I felt somehow responsible. | 3 | 42.9 |
| I felt afraid. | 3 | 42.9 |
| A feeling not listed above | 3 | 42.9 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ($n = 7$). Percentages may not sum to 100 as a result of multiple responses.

Table B81. What did you do in response to experiencing the sexual exploitation? (Mark all that apply.) (Question 27se)

| Reaction | <i>n</i> | % |
|--|----------|-------|
| I did not do anything. | 4 | 57.1 |
| I avoided the person/venue. | 3 | 42.9 |
| I contacted a local law enforcement official. | 3 | 42.9 |
| I told a family member. | 3 | 42.9 |
| I told a friend. | 3 | 42.9 |
| I confronted the person(s) at the time. | 2 | 28.6 |
| I confronted the person(s) later. | 2 | 28.6 |
| I sought information online. | 2 | 28.6 |
| I contacted a UTC resource. | 2 | 28.6 |
| <i>Faculty member</i> | 2 | 100.0 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 1 | 50.0 |
| <i>UTC Police Department</i> | 1 | 50.0 |
| <i>Counseling and Personal Development Center</i> | 1 | 50.0 |
| <i>Title IX Coordinator</i> | 1 | 50.0 |
| <i>Clery Act Compliance Officer</i> | 1 | 50.0 |
| <i>Office of Equity and Diversity</i> | 1 | 50.0 |
| <i>Human Resources</i> | 1 | 50.0 |
| <i>Office of Multicultural Affairs</i> | 1 | 50.0 |
| <i>Women's Center</i> | 1 | 50.0 |
| <i>Student Health Services</i> | 1 | 50.0 |
| <i>Dean of Students Office</i> | 1 | 50.0 |
| <i>Athletics</i> | 1 | 50.0 |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | 1 | 50.0 |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | 1 | 50.0 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 1 | 50.0 |
| <i>Supervisor</i> | 1 | 50.0 |
| I didn't know who to go to. | 1 | 14.3 |
| I sought support from off-campus hot-line/advocacy services. | 1 | 14.3 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 1 | 14.3 |
| A response not listed above | 1 | 14.3 |

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation (*n* = 7). Percentages may not sum to 100 as a result of multiple responses.

Table B82. Did you report the sexual exploitation? (Question 28se)

| Reported conduct | <i>n</i> | % |
|---|----------|-------------|
| No, I didn't report it. | 4 | 57.1 |
| Yes, I reported the incident (e.g., bias incident report, Title IX). | 3 | 42.9 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | <i>1</i> | <i>33.3</i> |
| <i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i> | <i>0</i> | <i>0.0</i> |
| <i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i> | <i>1</i> | <i>33.3</i> |

Note: Table includes answers only from those respondents who indicated that they experienced sexual exploitation ($n = 7$). Percentages may not sum to 100 as a result of multiple responses.

Table B83. Please offer your response to the following comments: (Question 31)

| | Strongly agree | | agree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am aware of the definition of Affirmative Consent. | 2,004 | 61.9 | 1,076 | 33.3 | 128 | 4.0 | 28 | 0.9 |
| I am generally aware of the role of UTC Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct. | 1,593 | 49.3 | 1,307 | 40.4 | 291 | 9.0 | 43 | 1.3 |
| I know how and where to report such incidents. | 1,307 | 40.6 | 1,240 | 38.5 | 566 | 17.6 | 106 | 3.3 |
| I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. | 1,438 | 44.7 | 1,362 | 42.4 | 355 | 11.0 | 60 | 1.9 |
| I am generally aware of the campus resources listed here: http://www.utc.edu/sexual-misconduct/get-help-spread-sheet.php http://www.utc.edu/sexual-misconduct/on-campus-support.php | 1,326 | 41.1 | 1,406 | 43.6 | 432 | 13.4 | 62 | 1.9 |
| I have a responsibility to report such incidents when I see them occurring on or off campus. | 1,976 | 61.2 | 1,174 | 36.4 | 63 | 2.0 | 16 | 0.5 |
| I understand that UTC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. | 1,529 | 47.4 | 1,375 | 42.6 | 274 | 8.5 | 48 | 1.5 |
| I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the UTC annual Security and Fire Safety Report. | 1,406 | 43.7 | 1,281 | 39.8 | 465 | 14.4 | 69 | 2.1 |
| I know that UTC sends a Public Safety Alert to the campus community when such an incident occurs. | 2,093 | 65.0 | 1,052 | 32.7 | 62 | 1.9 | 11 | 0.3 |

Table B84. Within the past year, have you OBSERVED any conduct, directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment at UTC? (Question 60)

| Observed conduct | <i>n</i> | % |
|------------------|----------|------|
| No | 2,803 | 86.4 |
| Yes | 442 | 13.6 |

Table B85. Who/what was the target of the conduct? (Mark all that apply.) (Question 61)

| Source | <i>n</i> | % |
|---|----------|------|
| Student | 280 | 63.3 |
| Friend | 99 | 22.4 |
| Stranger | 63 | 14.3 |
| Student Organization | 60 | 13.6 |
| Faculty member/Other Instructional Staff | 20 | 4.5 |
| Co-worker/colleague | 14 | 3.2 |
| Staff member | 8 | 1.8 |
| Student staff | 8 | 1.8 |
| UTC media (e.g., posters, brochures, flyers, handouts, web sites) | 7 | 1.6 |
| UTC Police/Security | 7 | 1.6 |
| Academic/Scholarship/Fellowship Advisor | 6 | 1.4 |
| Off campus community member | 6 | 1.4 |
| Athletic coach/trainer | 4 | 0.9 |
| Patient | 4 | 0.9 |
| Alumnus/a | 3 | 0.7 |
| Department/Program/Division Chair | 2 | 0.5 |
| Donor | 2 | 0.5 |
| Senior administrator (e.g., chancellor, vice chancellor, dean, provost) | 2 | 0.5 |
| Student Teaching Assistant/Student Lab Assistant/Student Tutor | 2 | 0.5 |
| Don't know target | 43 | 9.7 |
| A target not listed above | 35 | 7.9 |

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 442). Percentages may not sum to 100 as a result of multiple responses.

Table B86. Who/what was the source of the conduct? (Mark all that apply.) (Question 62)

| Source | <i>n</i> | % |
|---|----------|------|
| Student | 249 | 56.3 |
| Stranger | 62 | 14.0 |
| Faculty member/Other Instructional Staff | 57 | 12.9 |
| Student Organization | 50 | 11.3 |
| On social media (e.g., Facebook, Twitter, Yik-Yak) | 33 | 7.5 |
| Staff member | 25 | 5.7 |
| Friend | 24 | 5.4 |
| Department/Program/Division Chair | 22 | 5.0 |
| UTC media (e.g., posters, brochures, flyers, handouts, web sites) | 19 | 4.3 |
| Student staff | 16 | 3.6 |
| Academic/Scholarship/Fellowship Advisor | 14 | 3.2 |
| Senior administrator (e.g., chancellor, vice chancellor, dean, provost) | 13 | 2.9 |
| UTC Police/Security | 10 | 2.3 |
| Co-worker/colleague | 10 | 2.3 |
| Off campus community member | 10 | 2.3 |
| Athletic coach/trainer | 7 | 1.6 |
| Alumnus/a | 5 | 1.1 |
| Supervisor or manager | 5 | 1.1 |
| Donor | 3 | 0.7 |
| Student Teaching Assistant/Student Lab Assistant/Student Tutor | 3 | 0.7 |
| Direct Report (e.g., person who reports to me) | 2 | 0.5 |
| Patient | 2 | 0.5 |
| Don't know source | 43 | 9.7 |
| A source not listed above | 38 | 8.6 |

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 442). Percentages may not sum to 100 as a result of multiple responses.

Table B87. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 63)

| Basis | <i>n</i> | % |
|---|----------|------|
| Political views | 175 | 39.6 |
| Ethnicity | 113 | 25.6 |
| Gender/gender identity | 93 | 21.0 |
| Racial identity | 84 | 19.0 |
| Religious/spiritual views | 68 | 15.4 |
| Gender expression | 63 | 14.3 |
| Sexual identity | 63 | 14.3 |
| Immigrant/citizen status | 55 | 12.4 |
| Academic Performance | 41 | 9.3 |
| Learning disability/condition | 34 | 7.7 |
| Philosophical views | 34 | 7.7 |
| Physical characteristics | 32 | 7.2 |
| Age | 30 | 6.8 |
| English language proficiency/accent | 30 | 6.8 |
| International status/national origin | 29 | 6.6 |
| Socioeconomic status | 28 | 6.3 |
| Mental Health/Psychological disability/condition | 27 | 6.1 |
| Participation in an organization/team | 25 | 5.7 |
| Major field of study | 20 | 4.5 |
| Medical disability/condition | 17 | 3.8 |
| Physical disability/condition | 17 | 3.8 |
| Marital status (e.g., single, married, partnered) | 13 | 2.9 |
| Parental status (e.g., having children) | 7 | 1.6 |
| Pregnancy | 5 | 1.1 |
| Military/veteran status | 2 | 0.5 |
| Don’t know | 59 | 13.3 |
| A reason not listed above | 35 | 7.9 |

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 442). Percentages may not sum to 100 due to multiple responses.

Table B88. Which of the following did you observe as a result of the target’s identity? (Mark all that apply.) (Question 64)

| Observed | <i>n</i> | % |
|--|----------|------|
| Derogatory verbal remarks | 213 | 48.2 |
| Person ignored or excluded | 148 | 33.5 |
| Person isolated or left out | 134 | 30.3 |
| Person intimidated/bullied | 115 | 26.0 |
| Racial/ethnic profiling | 88 | 19.9 |
| Person experiences a hostile classroom environment | 77 | 17.4 |
| Derogatory written comments | 74 | 16.7 |
| Graffiti/vandalism | 74 | 16.7 |
| Person being stared at | 72 | 16.3 |
| Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak) | 56 | 12.7 |
| Singled out as the spokesperson for their identity group | 54 | 12.2 |
| Derogatory phone calls/text messages/e-mail | 39 | 8.8 |
| Person received a low or unfair performance evaluation | 27 | 6.1 |
| Assumption that someone was admitted/hired/promoted based on his/her identity | 25 | 5.7 |
| Person received a poor grade | 22 | 5.0 |
| Threats of physical violence | 22 | 5.0 |
| Person experienced a hostile work environment | 21 | 4.8 |
| Person was stalked | 14 | 3.2 |
| Person was the target of workplace incivility | 13 | 2.9 |
| Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity | 11 | 2.5 |
| Person was unfairly evaluated in the promotion and tenure process | 11 | 2.5 |
| Derogatory phone calls | 8 | 1.8 |
| Physical violence | 8 | 1.8 |
| Something not listed above | 27 | 6.1 |

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 442). Percentages may not sum to 100 due to multiple responses.

Table B89. Where did the conduct occur? (Mark all that apply.) (Question 65)

| Location | <i>n</i> | % |
|---|----------|------|
| In other public spaces at UTC | 148 | 33.5 |
| In a class/lab/clinical setting | 108 | 24.4 |
| While walking on campus | 89 | 20.1 |
| On social media (Facebook/Twitter/ Yik-Yak) | 64 | 14.5 |
| At a UTC event/program | 50 | 11.3 |
| Off-campus | 39 | 8.8 |
| In a campus residence hall/apartment | 37 | 8.4 |
| On phone calls/text messages/e-mail | 30 | 6.8 |
| In the University Center/Student Center | 29 | 6.6 |
| In a faculty office | 28 | 6.3 |
| In a meeting with a group of people | 28 | 6.3 |
| In a UTC dining facility | 19 | 4.3 |
| In a UTC administrative office | 18 | 4.1 |
| In a UTC library | 17 | 3.8 |
| In a staff office | 14 | 3.2 |
| In a meeting with one other person | 13 | 2.9 |
| In a fraternity house | 12 | 2.7 |
| In a sorority house | 11 | 2.5 |
| While working at a UTC job | 11 | 2.5 |
| In off-campus housing | 10 | 2.3 |
| In athletic facilities | 7 | 1.6 |
| In an on-line learning environment | 6 | 1.4 |
| In a religious center | 4 | 0.9 |
| In an experiential learning environment (e.g., community-based learning, retreat, externship, internship) | 4 | 0.9 |
| In Counseling Services | 2 | 0.5 |
| In the Health Center | 2 | 0.5 |
| On a campus shuttle | 2 | 0.5 |
| A location not listed above | 26 | 5.9 |

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 442). Percentages may not sum to 100 as a result of multiple responses.

Table B90. What was your response to observing the conduct? (Mark all that apply.) (Question 66)

| Response | <i>n</i> | % |
|---|----------|------|
| I did not do anything | 136 | 30.8 |
| I told a friend | 128 | 29.0 |
| I avoided the person/venue | 69 | 15.6 |
| I told a family member | 69 | 15.6 |
| I confronted the person(s) at the time | 62 | 14.0 |
| I did not know who to go to | 57 | 12.9 |
| I confronted the person(s) later | 43 | 9.7 |
| I contacted a UTC resource | 26 | 5.9 |
| <i>Faculty member</i> | 12 | 46.2 |
| <i>Dean of Students Office</i> | 11 | 42.3 |
| <i>Office of Multicultural Affairs</i> | 8 | 30.8 |
| <i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i> | 6 | 23.1 |
| <i>Staff person (e.g., Residential Life staff, program director)</i> | 5 | 19.2 |
| <i>UTC Police Department</i> | 4 | 15.4 |
| <i>Title IX Coordinator</i> | 3 | 11.5 |
| <i>Office of Equity and Diversity</i> | 3 | 11.5 |
| <i>Women's Center</i> | 3 | 11.5 |
| <i>Counseling and Personal Development Center</i> | 2 | 7.7 |
| <i>Human Resources</i> | 2 | 7.7 |
| <i>Student staff (e.g., Resident Assistants, student ambassadors)</i> | 2 | 7.7 |
| <i>Supervisor</i> | 2 | 7.7 |
| <i>Clergy Act Compliance Officer</i> | 1 | 3.8 |
| <i>Student Health Services</i> | 1 | 3.8 |
| <i>Athletics</i> | 1 | 3.8 |
| <i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i> | 1 | 3.8 |
| I sought information online | 22 | 5.0 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam) | 8 | 1.8 |
| I sought support from off-campus hot-line/advocacy services | 6 | 1.4 |
| I contacted a local law enforcement official | 4 | 0.9 |
| A response not listed above | 74 | 16.7 |

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 442). Percentages may not sum to 100 as a result of multiple responses.

Table B91. Did you report the conduct? (Question 67)

| Reported conduct | <i>n</i> | % |
|--|----------|------|
| No, I didn't report it. | 398 | 93.0 |
| Yes, I reported it. | 30 | 7.0 |
| Yes, I reported the incident and was satisfied with the outcome. | 8 | 26.7 |
| Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately. | 5 | 16.7 |
| Yes, I reported the incident, but felt that it was not responded to appropriately. | 8 | 26.7 |

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 442). Percentages may not sum to 100 as a result of multiple responses.

Table B92. Using a scale of 1-5, please rate the overall campus climate at UTC on the following dimensions: (Question 69)

| Dimension | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Standard deviation |
|---|----------|------|----------|------|----------|------|----------|------|----------|-----|------------|--------------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | | |
| Friendly/Hostile | 1,530 | 47.3 | 1,171 | 36.2 | 454 | 14.0 | 62 | 1.9 | 18 | 0.6 | 1.7 | 0.8 |
| Inclusive/Exclusive | 998 | 31.0 | 1,142 | 35.5 | 825 | 25.6 | 193 | 6.0 | 60 | 1.9 | 2.1 | 1.0 |
| Improving/Regressing | 1,173 | 36.5 | 1,206 | 37.5 | 673 | 20.9 | 117 | 3.6 | 46 | 1.4 | 2.0 | 0.9 |
| Positive for persons with disabilities/Negative | 1,324 | 41.2 | 1,083 | 33.7 | 647 | 20.1 | 122 | 3.8 | 40 | 1.2 | 1.9 | 0.9 |
| Positive for people who identify as lesbian, gay, bisexual/Negative | 1,082 | 33.7 | 1,077 | 33.5 | 909 | 28.3 | 116 | 3.6 | 29 | 0.9 | 2.0 | 0.9 |
| Positive for people who identify as transgender/Negative | 988 | 30.8 | 931 | 29.0 | 1046 | 32.6 | 182 | 5.7 | 62 | 1.9 | 2.2 | 1.0 |
| Positive for people of various religious/spiritual backgrounds/Negative | 1,183 | 36.7 | 1,082 | 33.6 | 711 | 22.1 | 180 | 5.6 | 66 | 2.0 | 2.0 | 1.0 |
| Positive for People of Color/Negative | 1,434 | 44.4 | 1,060 | 32.8 | 559 | 17.3 | 133 | 4.1 | 42 | 1.3 | 1.9 | 0.9 |
| Positive for men/Negative | 1,714 | 53.2 | 927 | 28.8 | 464 | 14.4 | 69 | 2.1 | 45 | 1.4 | 1.7 | 0.9 |
| Positive for women/Negative | 1,539 | 47.8 | 1,068 | 33.2 | 524 | 16.3 | 67 | 2.1 | 21 | 0.7 | 1.7 | 0.8 |
| Positive for non-native English speakers/Negative | 1,073 | 33.4 | 944 | 29.4 | 975 | 30.3 | 182 | 5.7 | 40 | 1.2 | 2.1 | 1.0 |
| Positive for people who are not U.S. citizens/Negative | 1,122 | 35.0 | 924 | 28.8 | 959 | 29.9 | 154 | 4.8 | 46 | 1.4 | 2.1 | 1.0 |
| Welcoming/Not welcoming | 1,548 | 48.0 | 1,140 | 35.3 | 414 | 12.8 | 90 | 2.8 | 33 | 1.0 | 1.7 | 0.9 |
| Respectful/Disrespectful | 1,412 | 43.9 | 1,174 | 36.5 | 484 | 15.0 | 103 | 3.2 | 43 | 1.3 | 1.8 | 0.9 |
| Positive for people of high socioeconomic status/Negative | 1,621 | 50.3 | 942 | 29.2 | 587 | 18.2 | 43 | 1.3 | 31 | 1.0 | 1.7 | 0.9 |
| Positive for people of low socioeconomic status/Negative | 1,090 | 33.9 | 951 | 29.6 | 818 | 25.4 | 266 | 8.3 | 92 | 2.9 | 2.2 | 1.1 |
| Positive for people of various political affiliations/Negative | 1,007 | 31.3 | 815 | 25.3 | 816 | 25.4 | 336 | 10.4 | 243 | 7.6 | 2.4 | 1.2 |

| Dimension | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Standard deviation |
|---|----------|------|----------|------|----------|------|----------|-----|----------|-----|------------|--------------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | | |
| Positive for people in active military/ veterans status/Negative | 1,571 | 48.8 | 987 | 30.7 | 603 | 18.7 | 34 | 1.1 | 22 | 0.7 | 1.7 | 0.8 |
| Positive for students 25 and older/Negative | 1,279 | 39.6 | 1,000 | 31.0 | 750 | 23.2 | 144 | 4.5 | 53 | 1.6 | 2.0 | 1.0 |

Table B93. Using a scale of 1-5, please rate the overall campus climate at UTC on the following dimensions: (Question 70)

| Dimension | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Standard deviation |
|---|----------|------|----------|------|----------|------|----------|-----|----------|-----|------------|--------------------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | | |
| Not racist/Racist | 1,218 | 37.9 | 1,094 | 34.0 | 646 | 20.1 | 200 | 6.2 | 58 | 1.8 | 2.0 | 1.0 |
| Not sexist/Sexist | 1,227 | 38.2 | 1,083 | 33.7 | 647 | 20.1 | 203 | 6.3 | 52 | 1.6 | 2.0 | 1.0 |
| Not homophobic/Homophobic | 1,202 | 37.6 | 1,102 | 34.5 | 701 | 21.9 | 164 | 5.1 | 29 | 0.9 | 2.0 | 0.9 |
| Not biphobic/Biphobic | 1,220 | 38.1 | 1,095 | 34.2 | 733 | 22.9 | 115 | 3.6 | 35 | 1.1 | 2.0 | 0.9 |
| Not transphobic/Transphobic | 1,181 | 37.0 | 1,045 | 32.7 | 728 | 22.8 | 180 | 5.6 | 60 | 1.9 | 2.0 | 1.0 |
| Not ageist/Ageist | 1,286 | 40.2 | 1,099 | 34.4 | 664 | 20.8 | 111 | 3.5 | 37 | 1.2 | 1.9 | 0.9 |
| Not classist (socioeconomic status)/Classist | 1,185 | 37.0 | 1,018 | 31.8 | 730 | 22.8 | 201 | 6.3 | 68 | 2.1 | 2.0 | 1.0 |
| Disability friendly (not ableist)/ Not disability friendly (ableist) | 1,419 | 44.2 | 1,070 | 33.4 | 584 | 18.2 | 99 | 3.1 | 36 | 1.1 | 1.8 | 0.9 |
| Not xenophobic/Xenophobic | 1,257 | 39.3 | 1,030 | 32.2 | 766 | 23.9 | 104 | 3.3 | 42 | 1.3 | 2.0 | 0.9 |
| Not ethnocentric/Ethnocentric | 1,214 | 38.0 | 1,042 | 32.6 | 764 | 23.9 | 125 | 3.9 | 49 | 1.5 | 2.0 | 1.0 |

Table B94. As a student I feel... (Question 71)

| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am satisfied with the quality of advising I have received from my department. | 1,369 | 42.4 | 1,319 | 40.9 | 372 | 11.5 | 168 | 5.2 |
| My department advisor provides clear expectations. | 1,369 | 42.6 | 1,332 | 41.4 | 393 | 12.2 | 123 | 3.8 |
| My advisor respond(s) to my email, calls, or voicemails in a prompt manner. | 1,559 | 48.6 | 1,304 | 40.6 | 236 | 7.4 | 110 | 3.4 |
| Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | 1,399 | 43.6 | 1,580 | 49.2 | 177 | 5.5 | 55 | 1.7 |
| Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | 1,373 | 42.8 | 1,608 | 50.1 | 182 | 5.7 | 46 | 1.4 |
| There are adequate opportunities for me to interact with other university faculty outside of my department. | 1,139 | 35.4 | 1,388 | 43.2 | 569 | 17.7 | 118 | 3.7 |
| I receive support from my advisor to pursue personal research interests. | 1,191 | 37.2 | 1,310 | 40.9 | 529 | 16.5 | 174 | 5.4 |
| My department faculty members encourage me to produce publications and present research. | 1,055 | 32.9 | 1,287 | 40.1 | 699 | 21.8 | 166 | 5.2 |
| My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research. | 1,058 | 33.1 | 1,321 | 41.4 | 643 | 20.1 | 171 | 5.4 |
| I feel comfortable sharing my professional goals with my advisor. | 1,572 | 49.4 | 1,300 | 40.8 | 204 | 6.4 | 107 | 3.4 |

Table B95. Please indicate the extent to which you agree with each of the following statements: (Question 73)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by UTC faculty. | 970 | 30.5 | 1,324 | 41.7 | 645 | 20.3 | 172 | 5.4 | 67 | 2.1 |
| I feel valued by UTC staff. | 940 | 29.7 | 1,253 | 39.6 | 723 | 22.9 | 175 | 5.5 | 71 | 2.2 |
| I feel valued by UTC senior administrators (e.g., chancellor, vice chancellor, dean, provost). | 804 | 25.5 | 1,063 | 33.6 | 928 | 29.4 | 237 | 7.5 | 127 | 4.0 |
| I feel valued by faculty in the classroom. | 1,029 | 32.5 | 1,458 | 46.0 | 523 | 16.5 | 113 | 3.6 | 44 | 1.4 |
| I feel valued by other students in the classroom. | 874 | 27.6 | 1,357 | 42.9 | 756 | 23.9 | 137 | 4.3 | 40 | 1.3 |
| I feel valued by other students outside of the classroom. | 804 | 25.7 | 1,259 | 40.2 | 849 | 27.1 | 164 | 5.2 | 52 | 1.7 |
| I think that faculty pre-judge my abilities based on their perception of my identity/background. | 427 | 13.5 | 637 | 20.2 | 857 | 27.1 | 858 | 27.2 | 381 | 12.1 |
| I think that staff pre-judge my abilities based on their perception of my identity/background. | 413 | 13.1 | 608 | 19.3 | 908 | 28.8 | 836 | 26.5 | 384 | 12.2 |
| I believe that the classroom climate encourages free and open discussion of difficult topics. | 821 | 26.0 | 1,281 | 40.5 | 683 | 21.6 | 259 | 8.2 | 116 | 3.7 |
| I believe that the campus climate encourages free speech within the classroom. | 929 | 29.4 | 1,369 | 43.4 | 583 | 18.5 | 176 | 5.6 | 98 | 3.1 |
| I believe that the campus climate encourages free speech outside of the classroom. | 874 | 27.7 | 1,315 | 41.6 | 658 | 20.8 | 202 | 6.4 | 109 | 3.5 |
| I have faculty whom I perceive as role models. | 1,092 | 34.5 | 1,148 | 36.3 | 649 | 20.5 | 195 | 6.2 | 80 | 2.5 |
| I have staff whom I perceive as role models. | 854 | 27.0 | 1,030 | 32.6 | 922 | 29.2 | 256 | 8.1 | 98 | 3.1 |
| I have students whom I perceive as role models. | 833 | 26.5 | 1,117 | 35.5 | 863 | 27.5 | 233 | 7.4 | 97 | 3.1 |

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Senior administrators have taken direct actions to address the needs of at-risk/underserved students. | 594 | 18.8 | 945 | 29.9 | 1,330 | 42.1 | 185 | 5.9 | 106 | 3.4 |
| Faculty have taken direct actions to address the needs of at-risk/underserved students. | 635 | 20.2 | 1,047 | 33.2 | 1,217 | 38.6 | 174 | 5.5 | 76 | 2.4 |
| Students have taken direct actions to address the needs of at-risk/underserved students. | 627 | 19.9 | 1,019 | 32.4 | 1,268 | 40.3 | 150 | 4.8 | 81 | 2.6 |

Table B96. Respondents with disabilities only: Within the past year, have you experienced a barrier in any of the following areas at UTC? (Question 108)

| | Yes | | No | | Not applicable | |
|---|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Facilities | | | | | | |
| Classrooms, labs (including computer labs) | 56 | 13.8 | 248 | 61.1 | 102 | 25.1 |
| Campus transportation/parking | 51 | 12.6 | 233 | 57.7 | 120 | 29.7 |
| Classroom buildings | 45 | 11.1 | 247 | 61.0 | 113 | 27.9 |
| Temporary barriers due to construction or maintenance | 38 | 9.4 | 243 | 60.0 | 124 | 30.6 |
| Counseling, Health, Testing, & Disability Services | 37 | 9.2 | 260 | 64.5 | 106 | 26.3 |
| Office furniture (e.g., chair, desk) | 29 | 7.2 | 255 | 63.7 | 116 | 29.0 |
| Walkways, pedestrian paths, crosswalks | 29 | 7.2 | 250 | 62.3 | 122 | 30.4 |
| College housing | 28 | 6.9 | 212 | 52.6 | 463 | 40.4 |
| Dining facilities | 24 | 6.0 | 262 | 65.0 | 117 | 29.0 |
| Athletic and recreational facilities | 21 | 5.2 | 239 | 58.9 | 146 | 36.0 |
| Elevators/lifts | 19 | 4.7 | 268 | 66.0 | 119 | 29.3 |
| Other campus buildings | 18 | 4.5 | 261 | 65.1 | 122 | 30.4 |
| Doors | 16 | 3.9 | 270 | 66.5 | 120 | 29.6 |
| Emergency preparedness | 15 | 3.7 | 265 | 65.6 | 124 | 30.7 |
| Restrooms | 15 | 3.7 | 166 | 66.3 | 120 | 29.9 |
| Studios/performing arts spaces | 11 | 2.7 | 250 | 62.3 | 140 | 34.9 |
| Podium | 9 | 2.3 | 260 | 65.0 | 131 | 32.8 |
| Signage | 9 | 2.2 | 266 | 66.3 | 126 | 31.4 |
| Technology/Online Environment | | | | | | |
| Blackboard | 34 | 8.6 | 273 | 68.9 | 89 | 22.5 |
| Accessible electronic format | 26 | 6.5 | 275 | 69.3 | 96 | 24.2 |
| Website | 25 | 6.4 | 277 | 71.0 | 88 | 22.6 |
| Computer equipment (e.g., screens, mouse, keyboard) | 24 | 6.1 | 281 | 71.0 | 91 | 23.0 |
| Software (e.g., voice recognition/audiobooks) | 24 | 6.1 | 278 | 70.2 | 94 | 23.7 |
| Video/video audio description | 23 | 5.9 | 272 | 69.6 | 96 | 24.6 |
| Electronic forms | 23 | 5.8 | 280 | 70.7 | 93 | 23.5 |
| Library database | 22 | 5.6 | 277 | 70.3 | 95 | 24.1 |
| Clickers | 22 | 5.5 | 266 | 67.0 | 109 | 27.5 |
| Phone/phone equipment | 20 | 5.1 | 281 | 71.1 | 94 | 23.8 |

| | Yes | | No | | Not applicable | |
|--|----------|-----|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Electronic surveys (including this one) | 19 | 4.8 | 287 | 72.5 | 90 | 22.7 |
| Electronic signage | 16 | 4.1 | 283 | 71.8 | 95 | 24.1 |
| Kiosks | 13 | 3.3 | 282 | 71.2 | 101 | 25.5 |
| Identity | | | | | | |
| Learning technology | 22 | 5.6 | 287 | 72.5 | 87 | 22.0 |
| Electronic databases (e.g., Banner) | 20 | 5.1 | 284 | 71.9 | 91 | 23.0 |
| Email account | 20 | 5.1 | 293 | 74.0 | 83 | 21.0 |
| Surveys | 17 | 4.3 | 292 | 74.7 | 82 | 21.0 |
| Intake forms (e.g., Health Center) | 14 | 3.5 | 285 | 72.2 | 96 | 24.3 |
| Instructional/Campus Materials | | | | | | |
| Textbooks | 32 | 8.1 | 280 | 71.1 | 82 | 20.8 |
| Syllabi | 24 | 6.1 | 284 | 72.1 | 86 | 21.8 |
| Food menus | 21 | 5.3 | 278 | 70.4 | 96 | 24.3 |
| Forms | 18 | 4.6 | 284 | 71.9 | 93 | 23.5 |
| Video-closed captioning and text description | 16 | 4.1 | 277 | 71.0 | 97 | 24.9 |
| Journal articles | 15 | 3.8 | 287 | 72.7 | 93 | 23.5 |
| Other publications | 15 | 3.8 | 287 | 72.8 | 92 | 23.4 |
| Brochures | 14 | 3.5 | 286 | 72.4 | 95 | 24.1 |
| Library books | 13 | 3.3 | 289 | 73.4 | 92 | 23.4 |

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 45 (*n* = 417).

Table B97. Respondents who identify as transgender only: Have you experienced a barrier in any of the following areas at UTC within the past year? (Question 110)

| | Yes | | No | | Not applicable | |
|--|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Facilities | | | | | | |
| Athletic and recreational facilities | 4 | 50.0 | 2 | 25.0 | 2 | 25.0 |
| Changing rooms/locker rooms | 3 | 27.5 | 2 | 25.0 | 3 | 37.5 |
| College housing (including Greek houses, apartments) | 3 | 37.5 | 1 | 12.5 | 4 | 50.0 |
| Dining facilities | 1 | 12.5 | 4 | 50.0 | 3 | 37.5 |
| Counseling, Health, Testing & Disability Services | 2 | 25.0 | 3 | 37.5 | 3 | 37.5 |
| Campus transportation/parking | 1 | 12.5 | 4 | 50.0 | 3 | 37.5 |
| Other campus buildings | 2 | 25.0 | 5 | 62.5 | 1 | 12.5 |
| Restrooms | 5 | 62.5 | 2 | 25.0 | 1 | 12.5 |
| Studios/performing arts spaces | 1 | 12.5 | 5 | 62.5 | 2 | 25.0 |
| Identity Accuracy | | | | | | |
| Blackboard | 5 | 62.5 | 3 | 37.5 | 0 | 0.0 |
| UTC College ID card | 4 | 50.0 | 3 | 37.5 | 1 | 12.5 |
| Electronic databases (e.g., Banner) | 5 | 62.5 | 3 | 37.5 | 0 | 0.0 |
| Email account | 5 | 62.5 | 3 | 37.5 | 0 | 0.0 |
| Intake forms (e.g., Health Center) | 5 | 62.5 | 3 | 37.5 | 0 | 0.0 |
| Learning technology | 5 | 62.5 | 3 | 37.5 | 0 | 0.0 |
| Surveys | 5 | 62.5 | 2 | 25.0 | 1 | 12.5 |
| Instructional/Campus Materials | | | | | | |
| Forms | 6 | 75.0 | 1 | 12.5 | 1 | 12.5 |
| Syllabi | 4 | 50.0 | 3 | 37.5 | 1 | 12.5 |

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 39 (*n* = 8).

Table B98. Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UTC. (Question 79)

| | Initiative available at UTC | | | | | | | | Initiative NOT available at UTC | | | | | | | |
|---|-------------------------------|------|-----------------------------|------|-------------------------------|-----|---|-------------|------------------------------------|------|------------------------------------|------|------------------------------------|-----|---|-------------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing diversity and equity training for students. | 1,760 | 77.1 | 445 | 19.5 | 77 | 3.4 | 2,282 | 78.8 | 443 | 72.0 | 145 | 23.6 | 27 | 4.4 | 615 | 21.2 |
| Providing diversity and equity training for staff. | 1,827 | 79.0 | 430 | 18.6 | 57 | 2.5 | 2,314 | 80.5 | 432 | 77.1 | 106 | 18.9 | 22 | 3.9 | 560 | 19.5 |
| Providing diversity and equity training for faculty. | 1,818 | 79.0 | 416 | 18.1 | 66 | 2.9 | 2,300 | 80.9 | 418 | 77.0 | 101 | 18.6 | 24 | 4.4 | 543 | 19.1 |
| Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs). | 1,748 | 78.5 | 411 | 18.5 | 68 | 3.1 | 2,227 | 78.0 | 495 | 78.8 | 96 | 15.3 | 37 | 5.9 | 628 | 22.0 |
| Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs). | 1,692 | 76.6 | 439 | 19.9 | 79 | 3.6 | 2,210 | 77.4 | 480 | 74.4 | 128 | 19.8 | 37 | 5.7 | 645 | 22.6 |
| Increasing opportunities for cross-cultural dialogue among students. | 1,737 | 78.1 | 441 | 19.8 | 46 | 2.1 | 2,224 | 78.1 | 514 | 82.6 | 92 | 14.8 | 16 | 2.6 | 622 | 21.9 |
| Increasing opportunities for cross-cultural dialogue between faculty, staff and students. | 1,704 | 78.2 | 426 | 19.6 | 48 | 2.2 | 2,178 | 76.6 | 553 | 83.0 | 98 | 14.7 | 15 | 2.3 | 666 | 23.4 |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum. | 1,675 | 75.6 | 449 | 20.3 | 91 | 4.1 | 2,215 | 78.1 | 471 | 75.8 | 115 | 18.5 | 35 | 5.6 | 621 | 21.9 |
| Providing effective faculty mentorship of students. | 1,922 | 83.7 | 341 | 14.9 | 33 | 1.4 | 2,296 | 80.8 | 468 | 85.9 | 57 | 10.5 | 20 | 3.7 | 545 | 19.2 |

| | Initiative available at UTC | | | | | | | | Initiative NOT available at UTC | | | | | | | |
|---|-------------------------------|------|-----------------------------|------|-------------------------------|-----|---|-------------|------------------------------------|------|------------------------------------|------|------------------------------------|-----|---|-------------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing effective academic advising. | 2,139 | 86.4 | 301 | 12.2 | 37 | 1.5 | 2,477 | 87.2 | 302 | 83.4 | 42 | 11.6 | 18 | 5.0 | 362 | 12.8 |
| Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants). | 1,764 | 77.9 | 436 | 19.2 | 65 | 2.9 | 2,265 | 79.9 | 441 | 77.4 | 98 | 17.2 | 31 | 5.4 | 570 | 20.1 |
| Providing affordable childcare. | 1,327 | 74.2 | 423 | 23.7 | 38 | 2.1 | 1,788 | 63.2 | 907 | 87.0 | 102 | 9.8 | 34 | 3.3 | 1,043 | 36.8 |
| Providing adequate childcare resources. | 1,363 | 74.8 | 418 | 22.9 | 42 | 2.3 | 1,823 | 64.4 | 875 | 87.0 | 99 | 9.8 | 32 | 3.2 | 1,006 | 35.6 |
| Providing support/resources for spouse/partner employment. | 1,412 | 75.6 | 421 | 22.5 | 34 | 1.8 | 1,867 | 66.0 | 783 | 81.5 | 155 | 16.1 | 23 | 2.4 | 961 | 34.0 |
| Providing adequate social space. | 1,951 | 82.9 | 357 | 15.2 | 45 | 1.9 | 2,353 | 82.7 | 406 | 82.5 | 66 | 13.4 | 20 | 4.1 | 492 | 17.3 |

Appendix C

Comments Analyses (Questions #81, #82, #83, and #84, as well as additional themes)

Among the 3,249 surveys submitted for the UTC climate assessment, 1,800 contained respondents' remarks to at least one open-ended question throughout the survey. The follow-up questions which allowed respondents to provide more detail in relation to their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments submitted for the final four open-ended survey questions and provides examples of those remarks that were echoed by multiple respondents.

Q81. This survey has asked you a lot of questions about your experiences and perceptions related to climate issues. In your time at UTC do you know of any students who have left the institution related to issues addressed earlier in the survey, and if so please share why you believe they left the institution.

A total of 1,128 Student respondents (including 990 Undergraduate Student and 138 Graduate/Professional Student respondents) elaborated on whether or not they knew students who left UTC due to issues addressed earlier in the survey. A majority of the Student respondents indicated that they did not know anyone who had left for these reasons. The other themes that emerged were 1) lack of sense of belonging, 2) financial concerns, 3) academic concerns, and 4) social issues.

All Student Respondents

Lack of Sense of Belonging. One theme that emerged among the Student respondents was that students left due to a lack of sense of belonging on campus. Students respondents explained how they knew students who left because "they could not find their place socially," "felt unwelcome," or "they were 'a number, not a name.'" One Undergraduate Student respondent explained, "Yes, I knew people who left who felt there was no community and not enough spaces to make friends. They felt the environment was very overwhelming and stressful, and they weren't enjoying their time here." Another Undergraduate Student respondent explained how they felt that the university could have helped their roommate. "One of my roommates left UTC this semester due to homesickness and her lack of effort in getting involved on campus. If more organizations

reached out to people like her, she may have felt more at home.” Other Undergraduate Student respondents explained how some students did not “get out there.” They wrote, “And also, it can be hard to make friends when you’re introverted and don’t like meeting new people even though the only way to make friends is to meet new people.” “They left because they did not get involved and felt no tie to the campus.” Other Student respondents explained how being a member of an underrepresented group also impacted students’ sense of belonging. Student respondents wrote, “They left because UTC doesn’t do anything for black students. We have to make everything that’s for us ourselves.” “I have known people to leave because they felt they are a minority here and just couldn’t fit in.” “She was transgender and this environment was extremely hostile to her.” Finally, Student respondents identified how not being a part of the Greek community made others feel that they did not belong. As one Undergraduate Student respondent explained, “If you are not a part of the Greek system it is easy to feel unwelcomed socially and be unable to find a group to identify with.” Another Undergraduate Student respondent explained, “I feel the social climate at utc is very focused on Greek life and partying. It is very hard to be social if you are not interested in either. I do know someone who has left because of that.”

All Student Respondents

Financial Concerns. Student respondents also explained that they knew students who left because of financial concerns. As one Undergraduate Student respondent stated, “People leave because it’s expensive.” Other comments included, “She couldn’t pay for school,” and “I’ve had friends who left because they could not afford UTC/Chattanooga cost of living.” One Undergraduate Student respondent explained their financial situation. “I know several people who have left UTC due to financial stress. I am fortunate to have enough employment to help pay for my tuition and fees however I don’t have enough time, outside of the full time course load and current jobs, to get another job to help pay for food and medicines I need throughout the semester. But I know that some people do not even have the money to pay the tuition and fees let alone food or medicine. I will say as a college student, worrying about money is an incredible added stress. That’s not to say that people out of college don’t worry about money but to be worrying about keeping grades up to keep scholarships in order to keep paying for school on top of worrying about where food is going to come from outside of the relatively unhealthy options

we have on campus is a lot of stress that negatively affects individuals.” One Undergraduate Student respondent offered a potential solution, and wrote, “Students who face financial difficulties can find it hard to take UTC classes during the summer or ensure that they get into their classes for the following semester if their tuition/ fees are not fully paid before it begins. I think that UTC should consider being a little more lenient on their fee policies to ensure that students stay enrolled.” Finally, Student respondents wanted to see more scholarship opportunities. As one Undergraduate Student stated, “Please add more scholarship opportunities” while another Undergraduate Student explained how they had a roommate who left because “another college offered her a scholarship.”

All Student Respondents

Academic Concerns. Student respondents explained how they knew about students who left as a result of academic concerns. One reason was the poor quality of advising. As Undergraduate Student respondents stated, “I have heard many students changing their major and debating on leaving the school due to their advisor not being helpful, as well as discouraging,” and “I only know one student and he left to go to MTSU because he was treated like he was on the back burner by his advisor.” Another Undergraduate Student respondent described how a friend changed schools after changing majors and having a conflict with her new advisor. They wrote, “This made her extremely mad, frustrated, and lowered her confidence. She was on the Dean’s list before this one class. The advisor was extremely rude and ultimately my friend moved schools this Dec.”

Other Undergraduate Student respondents explained how lack of options for classes and a lack of a major impacted students’ decisions to remain at UTC. As one explained, “They have left because UTC did not have their major, or the department was not good in said major.” Other Undergraduate Student respondents wrote, “I know many people who have left because programs are not offered for what they would like to do, there are a lot of majors but sometimes more specific fields of study are not offered at all is what it seems,” and “I have had friends who have left because the university didn’t have the academic program they wanted to take.”

The Graduate/Professional Student respondents also explained how they felt “trapped” because their program would not make it easy for them to transfer. As one Graduate/Professional Student

respondent wrote, “Regarding our program (not the whole school), we all feel trapped in a toxic cycle with our professors. No one can leave because we’ve already wasted so much money here and credits don’t transfer, so we don’t have any choice but to stick it out. I want to believe that the underlying issues will be resolved, but this place sucks people in and makes them miserable and the negativity spreads.” Other Graduate/Professional Student respondents felt that a poor climate led to students leaving, as one explained, “Many students have seriously considered leaving the program because of the awful environment.” Another wrote, “Numerous classmates of mine have considered leaving the program too because of how they have been treated by faculty members.”

Finally, Student respondents felt that poor academic quality led to other students leaving UTC. As one Undergraduate Student respondent wrote, “I know of quite a few people who left the [school omitted] because of how poorly we feel the quality of education from professors is.” Other Student respondents wrote, “I believe this university is poorly managed, professors seem to teach whatever they want even if they know nothing about the topic,” and “[Department omitted] is run by a fraud. Classes are a joke, and students can graduate after having learned very little.”

All Student Respondents

Social Issues. Student respondents also indicated that other students had left UTC because of a social issue that occurred on campus. These issues included roommate conflicts – “I know a friend who has a friend that has left due to some sort of relationship or roommate abuse.” – drug and alcohol abuse, bullying, and sexual assault. One Undergraduate Student respondent described the climate around drug and alcohol abuse. “Retention rates at UTC are terrible. That is because of the huge drug and substance abuse problem here as well as the refusal to be there for the students of this institution. So many of my friends have dropped out or have gotten addicted to things like Adderall and weed and LSD.” Another Undergraduate Student respondent wrote, “Most students that I know left the institution because of their drug and alcohol addiction.” Other Undergraduate Student respondents explained how there was little to do on campus. “Yes, I know a lot of people who have left UTC due to the climate. A lot of them felt that they had no social outlet unless they were drinking. Many of them felt very lost after their

freshman year if they did not join a sorority because there is not much else to get involved in socially.” Finally, Student respondents indicated that they knew students who left because of bullying and sexual assault. One Undergraduate Student respondent stated, “The predominant reason of students that I know leaving UTC has been a result of failure to respond to sexual assault violence on campus appropriately.” Other Student respondent comments around bullying and sexual assault included, “I had one friend who left UTC ‘unrelatedly’ after being sexually assaulted a few years ago. I also know of a student who has changed schools because of false accusations against him.” “I had a friend who left due to a sexual assault case.” “Because they couldn’t handle being at the same school as their rapist,” and “My best friend left here after she was raped by another student.”

Q82. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

A total of 1,049 Student respondents, including 919 Undergraduate Student respondents and 130 Graduate Student respondents, elaborated on their experiences on campus versus the community surrounding campus. The themes that emerged were 1) the campus and surrounding community are the same, 2) campus safety, and 3) diversity and inclusion.

All Student Respondents

The Campus and Surrounding Community are the Same. A majority of the Student respondents indicated that they felt that their experiences on campus and in the surrounding community was the same. Student respondents made statements such as “I do not believe my experience has been any different,” “No, my experiences have not been different,” and “I love Chattanooga. I have a great time on and off campus. This is where I was meant to go for college.” Student respondents also indicated that they felt that both were “welcoming and active” and “inviting.”

All Student Respondents

Campus Safety. Student respondents indicated that they felt safer on campus than in the surrounding community. As one Undergraduate Student respondent indicated, “I feel much safer on campus than anywhere surrounding campus and my experiences on campus feel like a much safer environment.” Many of the respondents referenced the homeless population and made

statements like “The community surrounding campus can be a little scary at times with the increasing homeless population,” “the number of homeless people RIGHT next to campus is huge,” and “the surrounding campus is a lot more scary due to the amount of crime and homelessness in the Chattanooga area.” Student respondents reported that they often “do not walk around at night” and as one respondent stated, “I rarely walk downtown alone. I don’t even walk around on the other side of town.”

All Student Respondents

Diversity and Inclusion. Student respondents also commented on the differences in diversity and inclusion between campus and the surrounding communities. The Student respondents had different opinions on which area was more diverse or inclusive. Some respondents felt that the campus was more accepting and inclusive. One Graduate/Professional Student respondent wrote, “In general I feel like the campus is a more inclusive and welcoming place than the rest of Chattanooga.” Another Undergraduate Student respondent stated, “Yes. The experience on campus is overall more welcoming and friendly.” Other respondent comments included, “The campus most not all, people are friendly, outside of the campus people are more racist I would say.” “UTC is much more accepting of and even inviting to various forms of diversity,” and “I feel like the community on campus encourages discussion about a wide variety of topics that isn’t usually talked about or discussed as openly elsewhere.”

On the other hand, Student respondents also felt that campus closed off certain points of view or opinions. Some Undergraduate Student respondents wrote how their political beliefs impacted their feelings of inclusiveness. “I feel more judged for my conservative beliefs on campus.” “As a conservative student, I feel like my views are devalued and often looked down upon. I feel like people expect me to adopt the more liberal views of the majority on campus.” Another Undergraduate Student respondent commented on the lack of inclusiveness for older students. “Yes, as an older adult, I do not feel welcome on this campus. I do not feel that this campus meets the needs of an older adult and offer them a space to feel comfortable.” As a result, Student respondents commented on how the surrounding community was more “welcoming and accepting.” As one Undergraduate Student respondent wrote, “Downtown Chattanooga is different than on campus, because people are willing to talk and are generally friendlier.” Other

comments included, “The city of Chattanooga itself seems to be a little more inviting and welcoming than campus itself,” and “It seems like the Chattanooga community is generally more open and understanding of people’s viewpoints and beliefs compared to what I feel on campus. The culture on campus is extremely exclusionary, almost ‘clique-ish’ like a high school. This makes it difficult for ‘floaters’ or people who don’t really fit in to any group, to actually make friends. It also seems like the most exclusionary people are the ones with the most money.”

Finally, Student respondents commented on the lack of diversity on campus while also feeling that the surrounding community was more diverse. One Graduate/Professional Student wrote, “The community is much more diverse than the student population.” Another Undergraduate Student respondent stated, “The community is more diverse and accepting. Chattanooga has such a great variety of individuals.” Student respondents reported that this lack of diversity on campus affected them in a variety of ways. As one Undergraduate Student respondent stated, “I feel like at other schools there is more of a diversity and not segregated how it is at UTC. The black people do not interact with the white people on campus because we don’t feel included or wanted.” Other comments included, “Yes, as a black person I have to explain and prove myself a lot more than the majority here at UTC. With the recent election the disregard for minorities are evermore apparent on campus,” and “I feel as if the African American community isn’t given as much attention as needed. I’d like for there to be events to suit the African American population.”

Q83. Do you have any specific recommendations for improving the campus climate at UTC?

A total of 1,116 Student respondents, including 985 Undergraduate Student and 131 Graduate Student respondents, elaborated on specific recommendations for improving the climate at UTC. A majority of Student respondents had no recommendations. The other themes that emerged were 1) more co-curricular activities, 2) diversity and inclusion, and 3) physical facilities.

All Student Respondents

No Recommendation. A majority of Student respondents had no recommendation for improving the campus climate at UTC. However, some respondents pointed out that this did not mean that

other students would not have recommendations. One Undergraduate Student respondent pointed out, “I feel very comfortable at UTC as a white male. I do not speak for other ethnicities and genders, however my specific demographic seems more welcomed. I have friends in the [department omitted] who are female and are occasionally made uncomfortable by the statements of other men in the same department, however this issue is actively being addressed in hopes of reducing negativity.” Student respondents also said, “I think UTC is a great place to study,” “It’s pretty great,” and “I like the climate on campus!”

All Student Respondents

More Co-curricular Activities. Student respondents indicated that they wanted to see more co-curricular activities on campus with the goal of “increasing and encouraging school spirit.” One Undergraduate Student respondent stated, “Have more campus activities. There are limited opportunities to get out and meet people on campus.” Student respondents also pointed out that students leave campus on weekends and therefore wanted to see UTC add weekend activities to encourage students to stay. One Undergraduate Student respondent wrote, “I feel as if a large number of people travel home on the weekends. This makes campus a little boring and lonesome on the weekends, maybe have some weekend activities for people to get together.” Other suggestions included, “making graduate students more involved,” “host more free social activities,” and “promote more on campus involvement. For example, bringing music artists to the school.” Finally, Student respondents indicated that they also wanted to see events that would invite groups to come together. Some suggestions included, “Older students with family and full careers that have to attend night classes are sometimes disengaged from campus activities and clubs due to timing issues. It would nice to find a way to engage,” and “More events where all different race students can mingle and network. A lot of people (Caucasian students) don’t come out to minority sponsored events.”

All Student Respondents

Diversity and Inclusion. Student respondents also had suggestions for improving diversity and inclusion on campus. As one respondent stated, “Diversity in key.” Student respondents made a variety of suggestions, including “increasing the amount of diversity training or conversations to allow everyone to have a voice,” “continually teaching students and faculty about inclusivity is

positive, especially in light of recent dividing political circumstances,” “more forums,” and “provide proper resources for diversity training and providing accommodations to minority students.” Student respondents also suggested actions to improve different aspects of the UTC population. As one Undergraduate Student respondent pointed out, “Start featuring more people of color on your academic marketing materials, NOT JUST ATHLETICS. There’s an improving mix of black/white students, but next to no Latino, Asian, or Middle Eastern students featured, yet I interact with several students identifying with those nationalities every day.” Other Student respondents suggested having “more LGBTQ+ Classes and dorm rooms,” letting “transgender students self identify their name on services like Blackboard/ID so their given name isn’t the first thing people see, having “more gender neutral bathrooms,” and teaching “your staff some sensitivity towards the LGBT community, at the very least.”

Student respondents also pointed out that efforts to improve diversity and inclusion should include groups such as Christians, conservatives, and men. One Undergraduate Student respondent wrote, “When changing things for gays, lesbians, bisexual, be sure to still take in consideration that Christians are still on campus and deserve the same amount of respect. I have experience in class as a Christian discrimination more than some transgender’s that are in the same class.” Other suggestions included, “Stop demonizing white males,” and “Stop forcing political correctness, liberal values, and making sure every one’s feelings are hurt. Life is tough and college is supposed to prepare us for that. Babying every minority or remote group of people tending to their feelings is doing them a disservice because when they are out of college, the rest of the world won’t.” As one Undergraduate Student stated, “Do not forget the needs of the majority while focusing so strongly on the needs of the minority. Minority groups on campus receive special attention, and has created a climate that is unhealthy for all.”

All Student Respondents

Physical Facilities. Student respondents had numerous suggestions for improving the physical facilities on campus. One suggestion was to improve the options for food on campus and having “more healthy eating places.” Student respondents wrote, “improve the food in Croads,” “I would be much happier if I could be provided with healthy food options. There is no place on this campus to have a diverse selection of fruits and vegetables leading only to unhealthy eating

habits by the students,” and “More food options. chickfila has a monopoly on breakfast so maybe add an Eistein’s bagels. also add a healthy option. I miss having Taziki’s on campus.” Student respondents who presumably live off-campus also asked for a designated microwave on campus. (“I want a microwave because I live off campus.”) Finally, Student respondents made suggestions such as having more “common space” (“I think there could be more ‘common spaces’ for students to hang out or study besides their specific dorm.”), making campus “smoke-free,” and “A community garden would be a great way to engage with the community and students!”

Q84. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

A total of 370 Student respondents, including 309 Undergraduate Student respondents and 61 Graduate/Professional Student respondents, elaborated on specific recommendations for improving the climate at UTC. A majority of Student respondents had no additional suggestions. The other themes that emerged were 1) improving diversity on campus, and 2) positive climate.

All Student Respondents

Improve Diversity. Student respondents reiterated the importance of diversity on campus and creating a positive climate. One Undergraduate Student respondent wrote, “Our diversity is what makes UTC so special, and we should take pride in that and really offer for our students to get to know people of different races, religions, and cultures. Any event that would inform people or just providing a time for different types of people to meet each other would benefit our campus, community, and city SO much!” Student respondents made a variety of suggestions for improving diversity and wrote, “I would like to see UTC intentionally be more diverse by reaching out to the city of Chattanooga and trying to more accurately represent the residents of Chattanooga and the surrounding area” and “We need more diversity amount students.”

Student respondents also pointed out that the university needed to be truly inclusive and include non-liberal and conservative voices. Some Student respondents saw a “liberal bias” as stated by

the following Undergraduate Student respondent, “I also think that the University needs to quit being extremely biased on opinions of ‘diversity’ and always siding with a liberal mindset. The University should allow the student body to have its voice heard no matter what side of a debate they are on. Diversity is a great thing, but that doesn’t mean the minority is always right. There is a common ground, but I don’t see it here at UTC.” Another Undergraduate Student respondent cautioned against silencing these voices. “As a conservative right leaning student, I do not feel threatened by the campus climate, even when it can be very liberal at times. I understand that I may be a minority when it comes to my political, religious, and moral viewpoints. I hope that students like me only contributes to the diversity of the UTC campus and do not become distractions to others trying to learn. I guess the only thing that would be concerning is seeing UTC become supportive to only liberal minded students or activities. But as of now, I have not seen this on the UTC campus.”

All Student Respondents

Positive Climate. Another theme that emerged was Student respondents having positive comments about the climate at UTC. One Undergraduate Student respondent wrote, “I love UTC and can confidently say these have been some of the best years of my life.” Other comments included, “Overall, I believe that UTC is a wonderful school. Through each of the professors, we are able to see that they genuinely care about each and every one of us. They push us to do our best because they want us to succeed. And for that I am very grateful.” “No institution is perfect, but I admire UTC’s efforts in making sure each student feels like they have a voice. It is impossible to succeed in every case, but I am proud that UTC works so hard to improve the climate for everyone.” Student respondents reported that the climate was “friendly and helpful” and that their experience has “been great!” Overall, as one Undergraduate Student respondent wrote, “We need to keep our Mocs here! We need to give them a reason to stay!”

Additional Themes

Throughout the report, two additional qualitative themes consistently emerged from Student respondents: Greek life and parking. These themes are shared below.

Greek Life. Student respondents also commented on Greek Life within many of the qualitative questions. Student respondents largely expressed frustration with the Dean of Student Office, as illustrated by the following responses. “The DOS does not care for the interests of anyone involved in the Greek community and it hinders growth of chapters and the well being of the ones already established.” “Fraternities are unfairly treated on this campus and are guilty until proven innocent.” “The Dean of Students at UTC does not fully support and protect Greek Life on campus. They do not do things for the better of Greek Life, instead their actions are only to make themselves look better. The Greek community as a whole at UTC feels singled out and at war with the Dean of Students. This is not how things should be, the Dean of Students should work with the best interest of both Greek Life and UTC in mind. As of now it seems they are just working for their own best interest.” As suggestions for improvement, comments ranged from “Find the right people to advise Greek life,” “Get rid of the Dean of Students staff,” and “Improve Greek life by making more opportunities bites and providing some semblance of tradition instead of taking it away. Get new Greek directors!!!” Finally, as one Undergraduate Student respondent stated. “The Dean of Students should work with Greek Life and not against them. Greek Life does a lot of good at creating an environment that brings together the school as one by participating in many activities on campus as well as doing good for the community through philanthropy. However, Greek life cannot do these things to make the campus a better place when the Dean of Students is at war with them.”

Parking. Within most of the qualitative questions, Student respondents commented on the lack of parking on campus. One Undergraduate Student commented, “I’ve heard stories of students that stopped there car, turned around, and went home, skipping class altogether because parking kills your spirit, your motivation, and your confidence. What’s so important about a students spirit, motivation and confidence? ANSWER: It’s what great students are made out of. UTC Parking - unknowingly takes there great students (and even great teachers) and lowers there effectiveness incredibly. As we both know finding a solution to UTC Parking is not going to pop out of thin air. I’d imagine it would require millions of dollars, for property to be further acquired, buildings to be torn down, and for parking garages to be built. I know that you have your hands full, remodeling Hunter Hall, remodeling the new English Department Building. But I simply ask you to look at your list of priorities for the University of Tennessee in Chattanooga, and maybe push the Parking Problem up a few notches. You’re hurting the confidence, motivation, and spirit of

your students and your teachers.” Student respondents also commented on the lack of disability parking. “There seems to be a lack of handicapped parking spaces in North campus. They’re almost always taken, sometimes all day, and it makes it hard to find a space close to the buildings you need to be in. There are a lot of spaces but it seems that there is more people who need them than the amount of spaces available which is frustrating.” Student respondents were frustrated by both the lack of parking and the price of parking. Comments included, “OMG put affordable parking in and make sure there is more of it. I swear UTC spend more money on parking enforcers than on creating parking spots. Where is the ticketing money going anyway?! We don’t need another dorm we need more parking and healthier foods!” “More general parking. It is an absolute nightmare. I was too late to get preferred parking, but every time I’m struggling to find general parking there are always lots of open preferred parking spaces not being used,” And “add more parking so students don’t have to spend their paychecks on petty parking tickets.” Overall, as one Undergraduate Student respondent stated, “Parking is the biggest scam on campus and needs to be addressed.”



University of Tennessee Chattanooga

Student Living and Learning Experience Survey

(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

Michelle Rigler
Director
Disability Resource Center
423-425-4008
Michelle-Rigler@utc.edu

Incentives

Participants of this survey will have an opportunity to be entered into a drawing for one of several possible incentives. For those who do not wish to participate in this survey, but wish to be entered into the drawing, please email David Rausch at David-Rausch@utc.edu to be entered. Awards will be reported in accordance with IRS and financial aid regulations. Please consult with your tax professional or your financial aid office if you have questions.

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) as that of an individual baby at birth.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Biphobia: An irrational dislike or fear of bisexual people.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due situations such as the following: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational dislike or fear of homosexual people.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is as any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, which is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, click on the appropriate oval and/or fill in the appropriate blank. If you want to change an answer, click on the oval of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions.

The survey will take between 8 and 12 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your current student status at UTC?
 - Undergraduate student
 - Started at UTC as a first-year student
 - Transferred to UTC from another institution
 - Graduate/Professional student
 - Non-degree
 - Certificate
 - Master's degree
 - Doctoral degree
2. Are you full-time or part-time in that current student status?
 - Full-time
 - Part-time
3. What percentage of your classes have you taken exclusively on-line at UTC?
 - 100%
 - 76%-99%
 - 51%-75%
 - 26%- 50%
 - 0%-25%

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at UTC.

4. Overall, how comfortable are you with the climate at UTC?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
5. Overall, how comfortable are you with the climate in your academic department at UTC?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
6. Overall, how comfortable are you with the climate in your classes at UTC?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
7. Have you ever **seriously considered** leaving UTC?
- No
 - Yes
8. When did you seriously consider leaving UTC? **(Mark all that apply.)**
- During my first semester
 - During my first year as a student
 - During my second year as a student
 - During my third year as a student
 - During my fourth year as a student
 - During my fifth year as a student
 - After my fifth year as a student
9. Why did you seriously consider leaving UTC? **(Mark all that apply.)**
- Climate was not welcoming
 - Coursework was too difficult
 - Coursework not challenging enough
 - Didn't like major
 - Didn't have my major
 - Didn't meet the selection criteria for a major
 - Financial reasons
 - Homesick
 - Lack of a sense of belonging
 - Lack of social life
 - Lack of support group
 - Lack of support services
 - My marital/relationship status
 - Personal reasons (e.g., medical, mental health, family emergencies)
 - Unhealthy social relationships
 - A reason not listed above (please specify): _____

10. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UTC.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I am performing up to my full academic potential. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Few of my courses this year have been intellectually stimulating. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with my academic experience at UTC. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with the extent of my intellectual development since enrolling at UTC. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have performed academically as well as I anticipated I would. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My academic experience has had a positive influence on my intellectual growth and interest in ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My interest in ideas and intellectual matters has increased since coming to UTC. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I intend to graduate from UTC. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thinking ahead, it is likely that I will leave UTC without meeting my academic goal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UTC?

- No
- Yes

13. What do you believe was the basis of the conduct? **(Mark all that apply.)**

- Academic Performance
- Age
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify): _____

14. How would you describe what happened? **(Mark all that apply.)**

- I was ignored or excluded
- I was intimidated/bullied
- I was isolated or left out
- I felt others staring at me
- I experienced a hostile classroom environment
- The conduct made me fear that I would get a poor grade
- I was the target of workplace incivility
- I was the target of derogatory verbal remarks
- I received derogatory written comments
- I received derogatory phone calls/text messages/email
- I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)
- I was singled out as the spokesperson for my identity group
- Someone assumed I was admitted/hired/promoted due to my identity group
- Someone assumed I was not admitted/hired/promoted due to my identity group
- I was the target of graffiti/vandalism
- I was the target of racial/ethnic profiling
- I was the target of stalking
- The conduct threatened my physical safety
- I received threats of physical violence
- I was the target of physical violence
- An experience not listed above (please specify): _____

15. Where did the conduct occur? **(Mark all that apply.)**

- At a UTC event/program
- In a class/lab/clinical setting
- In a faculty office
- In a staff office
- In a religious center
- In a fraternity house
- In a sorority house
- In a meeting with one other person
- In a meeting with a group of people
- In a UTC administrative office
- In a UTC dining facility
- In a UTC library
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at UTC
- In a campus residence hall/apartment
- In Counseling Services
- In off-campus housing
- In the Health Center
- In an on-line learning environment
- In the University Center/Student Center
- Off-campus
- On a campus shuttle
- On phone calls/text messages/e-mail
- On social media (e.g., Facebook, Twitter, Yik-Yak)
- While walking on campus
- While working at a UTC job
- A venue not listed above (please specify): _____

16. Who/what was the source of the conduct? **(Mark all that apply.)**

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UTC media (e.g., posters, brochures, flyers, handouts, web sites)
- UTC Police/Security
- Co-worker/colleague
- Department/Program/Division Chair
- Donor
- Faculty member/other Instructional Staff
- Friend
- Off campus community member
- Patient
- Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- On social media (e.g., Facebook, Twitter, Yik-Yak)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (please specify): _____
- Supervisor or manager
- Student teaching assistant/student lab assistant/student tutor
- Don't know source
- A source not listed above (please specify): _____

17. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- I felt embarrassed
- I felt somehow responsible
- I was afraid
- I was angry
- I ignored it
- A feeling not listed above (please specify): _____

18. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know to whom to go
- I sought information online
- I sought support from off-campus hotline/advocacy services
- I contacted a UTC resource
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UTC Police Department
 - Counseling and Personal Development Center
 - Title IX Coordinator
 - Clery Act Compliance Officer
 - Office of Equity and Diversity
 - Human Resources
 - Office of Multicultural Affairs
 - Women's Center
 - Student Health Services
 - Dean of Students Office
 - Athletics
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

19. Did you report the conduct?

- No, I did not report it
- Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

20. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

<http://www.utc.edu/counseling-personal-development-center/>

<http://www.utc.edu/womens-center/>

Part 2: Unwanted Sexual Contact/Conduct

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact/conduct you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources listed.

21. **While a member of the UTC community**, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy)?

- No [**Goto question Q31**]
- Yes - relationship violence (e.g., ridiculed, controlling, hitting) [**Please complete questions 22rv – 30rv**]
- Yes - stalking (e.g., following me, on social media, texting, phone calls) [**Please complete questions**

22stlk – 30stlk]

- Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) [**Please complete questions 22si – 30si**]
- Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) [**Please complete questions 22sc – 30sc**]
- Yes - sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) [**Please complete questions 22se – 30se**]

22rv. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

23rv. What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (**Mark all that apply.**)

- During my time as a graduate/professional student at UTC
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

24rv. Who did this to you? (**Mark all that apply.**)

- Acquaintance/friend
- Family member
- UTC faculty member
- UTC staff member
- Stranger
- UTC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

25rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Off campus (please specify location): _____
- On campus (please specify location): _____

26rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- An feeling not listed above (please specify): _____

27rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UTC resource
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UTC Police Department
 - Counseling and Personal Development Center
 - Title IX Coordinator
 - Clergy Act Compliance Officer
 - Office of Equity and Diversity
 - Human Resources
 - Office of Multicultural Affairs
 - Women's Center
 - Student Health Services
 - Dean of Students Office
 - Athletics
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

28rv. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

29rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please share why you did not.

30rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting), but that it was not responded to appropriately. Please share why you felt that it was not.

22stlk. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

23stlk. What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as a graduate/professional student at UTC
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

24stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- UTC faculty member
- UTC staff member
- Stranger
- UTC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

25stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Off campus (please specify location): _____
- On campus (please specify location): _____

26stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- An feeling not listed above (please specify): _____

27stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UTC resource
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UTC Police Department
 - Counseling and Personal Development Center
 - Title IX Coordinator
 - Clery Act Compliance Officer
 - Office of Equity and Diversity
 - Human Resources
 - Office of Multicultural Affairs
 - Women's Center
 - Student Health Services
 - Dean of Students Office
 - Athletics
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

28stlk. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

29stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please share why you did not.

30stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls), but that it was not responded to appropriately. Please share why you felt that it was not.

22si. Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

23si. What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- During my time as a graduate/professional student at UTC
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

24si. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- UTC faculty member
- UTC staff member
- Stranger
- UTC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

25si. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- Off campus (please specify location): _____
- On campus (please specify location): _____

26si. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- An feeling not listed above (please specify): _____

27si. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UTC resource
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UTC Police Department
 - Counseling and Personal Development Center
 - Title IX Coordinator
 - Clery Act Compliance Officer
 - Office of Equity and Diversity
 - Human Resources
 - Office of Multicultural Affairs
 - Women's Center
 - Student Health Services
 - Dean of Students Office
 - Athletics
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

28si. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

29si. You indicated that you **DID NOT** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please share why you did not.

30si. You indicated that you **DID** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), but that it was not responded to appropriately. Please share why you felt that it was not.

22sc. Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

23sc. What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- During my time as a graduate/professional student at UTC
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

24sc. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- UTC faculty member
- UTC staff member
- Stranger
- UTC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

25sc. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Off campus (please specify location): _____
- On campus (please specify location): _____

26sc. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- An feeling not listed above (please specify): _____

27sc. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UTC resource
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UTC Police Department
 - Counseling and Personal Development Center
 - Title IX Coordinator
 - Clery Act Compliance Officer
 - Office of Equity and Diversity
 - Human Resources
 - Office of Multicultural Affairs
 - Women's Center
 - Student Health Services
 - Dean of Students Office
 - Athletics
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

28sc. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

29sc. You indicated that you **DID NOT** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please share why you did not.

30sc. You indicated that you **DID** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent), but that it was not responded to appropriately. Please share why you felt that it was not.

22se. Were alcohol and/or drugs involved in the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

23se. What semester were you in when you experienced the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)? **(Mark all that apply.)**

- During my time as a graduate/professional student at UTC
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

24se. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- UTC faculty member
- UTC staff member
- Stranger
- UTC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

25se. Where did the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) occur? **(Mark all that apply.)**

- Off campus (please specify location): _____
- On campus (please specify location): _____

26se. How did you feel after experiencing the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- An feeling not listed above (please specify): _____

27se. What did you do in response to experiencing the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UTC resource
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UTC Police Department
 - Counseling and Personal Development Center
 - Title IX Coordinator
 - Clery Act Compliance Officer
 - Office of Equity and Diversity
 - Human Resources
 - Office of Multicultural Affairs
 - Women's Center
 - Student Health Services
 - Dean of Students Office
 - Athletics
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

28se. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

29se. You indicated that you **DID NOT** report the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent) to a campus official or staff member. Please share why you did not.

30se. You indicated that you **DID** report the sexual exploitation (e.g., voyeurism, indecent exposure, recording or distributing a person's intimate activity or sexual information without consent), but that it was not responded to appropriately. Please share why you felt that it was not.

31. Please offer your response to the following comments:

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I am aware of the definition of Affirmative Consent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am generally aware of the role of UTC Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know how and where to report such incidents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am generally aware of the campus resources listed here: http://www.utc.edu/counseling-personal-development-center/ http://www.utc.edu/womens-center/ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a responsibility to report such incidents when I see them occurring on or off campus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand that UTC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UTC Annual Security and Fire Safety Report | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know that UTC sends a Public Safety Alert to the campus community when such an incident occurs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

<http://www.utc.edu/counseling-personal-development-center/>

<http://www.utc.edu/womens-center/>

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

32. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 16 | <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 |
| <input type="radio"/> 17 | <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 |
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |

33. What is your citizenship/immigration status in the U.S.?

- A visa holder (such as F-1, J-1, H1-B, and U)
- Currently under a withholding of removal status
- DACA (Deferred Action for Childhood Arrival)
- DAPA (Deferred Action for Parental Accountability)
- Other legally documented status
- Permanent Resident
- Refugee status
- Undocumented resident
- U.S. citizen, birth
- U.S. citizen, naturalized

34. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)**

- Alaska Native (if you wish please specify your enrolled or principal corporation): _____
- American Indian/Native (if you wish please specify your enrolled or principal tribe): _____
- Asian/Asian American (if you wish please specify): _____
- Black/African American (if you wish please specify): _____
- Hispanic/Latin@/Chican@ (if you wish please specify): _____
- Middle Eastern/Southwest Asian (if you wish please specify): _____
- Native Hawaiian (if you wish please specify): _____
- Pacific Islander (if you wish please specify): _____
- White/European American (if you wish please specify): _____
- A racial/ethnic/national identity not listed here (please specify): _____

35. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- A sexual identity not listed here (please specify): _____

36. Do you have substantial parenting or caregiving responsibility?

- No
- Yes **(Mark all that apply.)**
 - Children 5 years or under
 - Children 6-18 years
 - Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years of age
 - Sick or disabled partner
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (please specify): _____

37. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- Never served in the military
- Now on active duty (including Reserves or National Guard)
- On active duty in the past, but not now
- ROTC

38. What is your birth sex (assigned)?

- Female
- Male
- An assigned birth sex not listed here (please specify): _____

39. What is your gender/gender identity?

- Man
- Transgender
- Woman
- A gender not listed here (please specify): _____

40. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed here (please specify): _____

41. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

Parent/Guardian 2:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

42. **Undergraduate Students only:** How many semesters have you been at UTC (excluding summer semester)?

- Less than one
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13 or more

43. **Undergraduate Students only:** What is your major? **(Mark all that apply.)**

- Art
- Art History
- Art Education
- Biology
- Business Administration
- Chemical Engineering
- Chemistry
- Civil Engineering
- Communication
- Computer Science
- Criminal Justice
- Early Childhood Education
- Economics
- Electrical Engineering
- Engineering
- Engineering Technology Management
- English & American Language & Literature
- Environmental Science
- Exceptional Learning
- Geology
- Health & Human Performance
- History
- Humanities
- Integrated Studies
- Interior Architecture and Design
- Legal Assistant Studies
- Mathematics
- Mechanical Engineering
- Middle Grades Education
- Modern & Classical Languages & Literature
- Music
- Nursing
- Philosophy & Religion
- Physics
- Political Science
- Psychology
- Secondary Education
- Social Work
- Sociology & Anthropology
- Theatre
- Biomedical Informatics
- Business Administration
- Computer Science
- Education
- Engineering
- Engineering Management
- English
- Public Administration
- STEM

44. **Graduate/Professional Students only:** What is your academic program? **(Mark all that apply.)**

Masters

- Accounting
- Athletic Training
- Business Administration
- Computer Science
- Counseling
- Criminal Justice
- Elementary Education
- Engineering
- Engineering Management
- English
- Environmental Science
- Health & Human Performance
- Interior Design
- Mathematics
- Music
- Nursing
- Psychology
- Public Administration
- School Leadership
- Secondary Education
- Social Work
- Special Education

Post-Masters Certificate

- Counseling
- Nursing
- School Leadership

Specialist in Education

- Educational Leadership
- Instructional Leadership
- School Psychology
- Principal Licensure

Doctoral

- Engineering
- Learning & Leadership
- Nursing
- Occupational Therapy
- Physical Therapy

45. Do you have a condition/disability that influences your learning, working, or living activities?

- No
- Yes

46. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply.)**

- Acquired/Traumatic Brain Injury
- Asperger's/Autism Spectrum
- Attention Deficit/Hyperactivity Disorder,
- Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis,

Fibromyalgia)

- Hard of Hearing or Deaf
- Cognitive/Language-based
- Learning Disability
- Low Vision or Blind
- Mental Health/Psychological Condition (e.g., anxiety, depression)
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does not affect walking
- Speech/Communication Condition
- A disability/condition not listed here (please specify): _____

47. Are you registered with the Disability Resource Center?

- No
- Yes

48. Is English your primary language?

- No
- Yes

49. What is your religious or spiritual identity? **(Mark all that apply.)**

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Orthodox
 - Christian Methodist Episcopal
 - Christian Reformed Church (CRC)
 - Disciples of Christ
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Lutheran
 - Mennonite
 - Moravian
 - Nazarene
 - Nondenominational Christian
 - Pentecostal
 - Presbyterian
 - Protestant
 - Protestant Reformed Church (PR)
 - Quaker
 - Reformed Church of America (RCA)
 - Russian Orthodox
 - Seventh Day Adventist
 - The Church of Jesus Christ of Latter-day Saints
 - United Methodist
 - United Church of Christ
 - A Christian affiliation not listed above (please specify): _____

- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed here (please specify): _____
- Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here (please specify): _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (please specify): _____

50. Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- I receive no support for living/educational expenses from family/guardian.
- I receive support for living/educational expenses from family/guardian.

51. What is your **best estimate** of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more

52. **Undergraduate Students only:** Where do you live?

- Campus housing
 - Boling
 - Decosimo
 - Guerry
 - Johnson Obear
 - Lockmiller
 - Stagmaier
 - Stophal
 - Walker
 - UC Foundation
- Non-campus housing
 - Housing close to campus (within one mile of UTC)
 - Housing outside one mile from UTC
 - Living with family member/guardian
- Housing Insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

53. **Undergraduate Students only:** Since having been a student at UTC, have you been a member or participated in any of the following? **(Mark all that apply.)**

- I do not participate in any clubs or organizations at UTC
- Academic and Academic Honorary Organizations
- Culture-specific organization
- Faith or spirituality-based organization
- Governance organization (SGA, GSA, etc.)
- Greek Letter Organization
- Health and Wellness organization
- Intercollegiate Athletic Team
- Political or Issue-oriented organization
- Professional or pre-professional organization
- Publication/Student Media organization
- Campus Recreational Organization (Club sport, intramural team)
- Service or Philanthropic organization
- A student organization not listed above (please specify): _____

54. **Undergraduate Students only:** At the end of your last semester, what was your cumulative grade point average?

- 3.75 – 4.00
- 3.50 – 3.74
- 3.25 – 3.49
- 3.00 – 3.24
- 2.75 – 2.99
- 2.50 – 2.74
- 2.25 – 2.49
- 2.00 - 2.24
- 1.99 and below

55. Have you experienced financial hardship while at UTC?

- No
- Yes

56. How have you experienced the financial hardship? **(Mark all that apply.)**

- Difficulty affording tuition
- Difficulty purchasing my books/course materials
- Difficulty participating in social events
- Difficulty affording food
- Difficulty affording co-curricular events or activities
- Difficulty affording academic related activities (e.g., study abroad, service learning)
- Difficulty in affording unpaid internships/research opportunities
- Difficulty in affording alternative spring breaks
- Difficulty affording travel to and from UTC
- Difficulty affording commuting to campus (e.g., transportation, parking)
- Difficulty in affording housing
- Difficulty in affording health care
- Difficulty in affording childcare
- Difficulty in affording other campus fees
- Difficulty finding employment
- A financial hardship not listed here (please specify): _____

57. How are you currently paying for your education at UTC? **(Mark all that apply.)**

- On Campus employment
- Off Campus employment
- Money from home country
- Credit card
- Family contribution
- GI Bill/Veterans benefits
- Graduate/Research assistantship
- Graduate fellowship
- Loans
- Need-based scholarship (e.g., ASPIRE)
- Non-need based scholarship (e.g., HOPE)
- Grant (e.g., Pell)
- Personal contribution /job
- Dependent tuition (e.g., family member works at UTC)
- Resident assistant
- A method of payment not listed here (please specify): _____

58. **Undergraduate Students only:** Are you employed either on campus or off campus during the academic year? **(Mark all that apply.)**

- No
- Yes, I work on campus – (Please indicate total number of hours you are employed)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week
- Yes, I work off campus – (Please indicate total number of hours you are employed)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week

59. **Graduate Students only:** Are you employed either on campus or off campus during the academic year?
(Mark all that apply.)

- No
- Yes, I work on campus – (Please indicate total number of hours you are employed)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week
- Yes, I work off campus – (Please indicate total number of hours you are employed)
 - 1-10 hours/week
 - 11-20 hours/week
 - 21-30 hours/week
 - 31-40 hours/week
 - More than 40 hours/week

Part 4: Perceptions of Campus Climate

60. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UTC?

- No
- Yes

61. Who/what was the **target** of the conduct? (Mark all that apply.)

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UTC media (e.g., posters, brochures, flyers, handouts, web sites)
- UTC Police/Security
- Co-worker/colleague
- Department/Program/Division Chair
- Donor
- Faculty member/Other Instructional Staff
- Friend
- Patient
- Off campus community member
- Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- Staff member
- Stranger
- Student
- Student staff
- Student Organization (please specify): _____
- Student Teaching Assistant/Student Lab Assistant/Student Tutor
- Don't know target
- A target not listed above (please specify): _____

62. Who/what was the **source** of the conduct? **(Mark all that apply.)**

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UTC media (e.g., posters, brochures, flyers, handouts, web sites)
- UTC Police/Security
- Co-worker/colleague
- Department/Program/Division Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member/Other Instructional Staff
- Friend
- Patient
- Off campus community member
- Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- On social media (e.g., Facebook, Twitter, Yik-Yak)
- Staff member
- Stranger
- Student
- Student staff
- Student Organization (please specify): _____
- Supervisor or manager
- Student Teaching Assistant/Student Lab Assistant/Student Tutor
- Don't know source
- A source not listed above (please specify): _____

63. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**

- Academic Performance
- Age
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify): _____

64. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Derogatory verbal remarks
- Derogatory phone calls/text messages/e-mail
- Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
- Derogatory written comments
- Derogatory phone calls
- Graffiti/vandalism
- Person intimidated/bullied
- Person ignored or excluded
- Person isolated or left out
- Person experiences a hostile classroom environment
- Person experienced a hostile work environment
- Person was the target of workplace incivility
- Person being stared at
- Racial/ethnic profiling
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was unfairly evaluated in the promotion and tenure process
- Person was stalked
- Physical violence
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Something not listed above (please specify): _____

65. Where did this conduct occur? **(Mark all that apply.)**

- At a UTC event/program
- In a class/lab/clinical setting
- In a faculty office
- In a staff office
- In a religious center
- In a fraternity house
- In a sorority house
- In a meeting with one other person
- In a meeting with a group of people
- In a UTC administrative office
- In a UTC dining facility
- In a UTC library
- In an experiential learning environment (e.g., community-based learning, retreat, externship, internship)
- In athletic facilities
- In other public spaces at UTC
- In a campus residence hall/apartment
- In Counseling Services
- In off-campus housing
- In the Health Center
- In an on-line learning environment
- In the University Center/Student Center
- Off-campus
- On a campus shuttle
- On phone calls/text messages/e-mail
- On social media (e.g., Facebook, Twitter, Yik-Yak)
- While walking on campus
- While working at a UTC job
- A venue not listed above (please specify): _____

66. What was your response to observing this conduct? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UTC resource
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UTC Police Department
 - Counseling and Personal Development Center
 - Title IX Coordinator
 - Clery Act Compliance Officer
 - Office of Equity and Diversity
 - Human Resources
 - Office of Multicultural Affairs
 - Women's Center
 - Student Health Services
 - Dean of Students Office
 - Athletics
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

67. Did you report the conduct?

- No, I didn't report it
- Yes, I reported it (e.g., bias incident report, UT System Ethics and Compliance Hotline)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

68. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

69. Using a scale of 1–5, please rate the overall campus climate at UTC on the following dimensions:

(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

| | 1 | 2 | 3 | 4 | 5 | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| Friendly | <input type="radio"/> | Hostile |
| Inclusive | <input type="radio"/> | Exclusive |
| Improving | <input type="radio"/> | Regressing |
| Positive for persons with disabilities | <input type="radio"/> | Negative for persons with disabilities |
| Positive for people who identify as lesbian, gay, bisexual | <input type="radio"/> | Negative for people who identify as lesbian, gay, bisexual |
| Positive for people who identify as transgender | <input type="radio"/> | Negative for people who identify as transgender |
| Positive for people of various spiritual/religious backgrounds | <input type="radio"/> | Negative for people of various spiritual/religious backgrounds |
| Positive for People of Color | <input type="radio"/> | Negative for People of Color |
| Positive for men | <input type="radio"/> | Negative for men |
| Positive for women | <input type="radio"/> | Negative for women |
| Positive for non-native English speakers | <input type="radio"/> | Negative for non-native English speakers |
| Positive for people who are not U.S. citizens | <input type="radio"/> | Negative for people who are not U.S. citizens |
| Welcoming | <input type="radio"/> | Not welcoming |
| Respectful | <input type="radio"/> | Disrespectful |
| Positive for people of high socioeconomic status | <input type="radio"/> | Negative for people of high socioeconomic status |
| Positive for people of low socioeconomic status | <input type="radio"/> | Negative for people of low socioeconomic status |
| Positive for people of various political affiliations | <input type="radio"/> | Negative for people of various political affiliations |
| Positive for people in active military/veterans status | <input type="radio"/> | Negative for people in active military/veterans status |
| Positive for students 25 and older | <input type="radio"/> | Negative for students 25 and older |

70. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

| | 1 | 2 | 3 | 4 | 5 | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------------|
| Not racist | <input type="radio"/> | Racist |
| Not sexist | <input type="radio"/> | Sexist |
| Not homophobic | <input type="radio"/> | Homophobic |
| Not biphobic | <input type="radio"/> | Biphobic |
| Not transphobic | <input type="radio"/> | Transphobic |
| Not ageist | <input type="radio"/> | Ageist |
| Not classist (socioeconomic status) | <input type="radio"/> | Classist (socioeconomic status) |
| Disability friendly (Not ableist) | <input type="radio"/> | Not disability friendly (Ableist) |
| Not xenophobic | <input type="radio"/> | Xenophobic |
| Not ethnocentric | <input type="radio"/> | Ethnocentric |

71. As a student I feel...

| | Strongly agree | Agree | Disagree | Strongly agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I am satisfied with the quality of advising I have received from my department. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My department advisor provides clear expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My advisor respond(s) to my email, calls, or voicemails in a prompt manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There are adequate opportunities for me to interact with other university faculty outside of my department. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I receive support from my advisor to pursue personal research interests. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My department faculty members encourage me to produce publications and present research. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel comfortable sharing my professional goals with my advisor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

72. We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

73. Please indicate the extent to which you agree with each of the following statements.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I feel valued by UTC faculty . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by UTC staff . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by UTC senior administrators (e.g., chancellor, vice chancellor, dean, provost). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by faculty in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by other students in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by other students outside of the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that faculty pre-judge my abilities based on their perception of my identity/background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that staff pre-judge my abilities based on their perception of my identity/background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the campus climate encourages free and open discussion of difficult topics. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the classroom climate encourages free speech within the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the campus climate encourages free speech outside of the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have faculty whom I perceive as role models. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have staff whom I perceive as role models. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have students whom I perceive as role models. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Senior administrators have taken direct actions to address the needs of at-risk/underserved students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty have taken direct actions to address the needs of at-risk/underserved students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students have taken direct actions to address the needs of at-risk/underserved students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

74. We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

75. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at UTC in the past year?

| | Yes | No | Not applicable |
|---|-----------------------|-----------------------|-----------------------|
| Facilities | | | |
| Athletic and recreational facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classrooms, labs (including computer labs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College housing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Counseling, Health, Testing, & Disability Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dining facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Doors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Elevators/lifts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Emergency preparedness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office furniture (e.g., chair, desk) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Campus transportation/parking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other campus buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Podium | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Restrooms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Signage | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studios/performing arts spaces | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Temporary barriers due to construction or maintenance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Walkways, pedestrian paths, crosswalks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Technology/Online Environment | | | |
| Accessible electronic format | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clickers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computer equipment (e.g., screens, mouse, keyboard) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic forms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic signage | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic surveys (including this one) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kiosks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library database | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Blackboard | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Phone/Phone equipment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Software (e.g., voice recognition/audiobooks) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video /video audio description | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Website | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identity | | | |
| Electronic databases (e.g., Banner) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Email account | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intake forms (e.g., Health Center) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Surveys | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructional/Campus Materials | | | |
| Brochures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Food menus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Forms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Journal articles | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Library books | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other publications | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Syllabi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Textbooks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video-closed captioning and text description | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

76. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

77. As a person who identifies as transgender, have you experienced a barrier in any of the following areas at UTC in the past year?

| | Yes | No | Not applicable |
|--|-----------------------|-----------------------|-----------------------|
| Facilities | | | |
| Athletic and recreational facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Changing rooms/locker rooms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College housing (including Greek houses, apartments) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Dining facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Counseling, Health, Testing, & Disability Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Campus transportation/parking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other campus buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Restrooms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studios/performing arts spaces | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identity Accuracy | | | |
| Blackboard | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UTC College ID Card | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic databases (e.g., Banner) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Email account | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intake forms (e.g., Health Center) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Surveys | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructional/Campus materials | | | |
| Forms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Syllabi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

78. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

79. Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UTC.

| | If This Initiative IS Available at UTC | | | If This Initiative IS NOT Available at UTC | | |
|--|--|-----------------------------|-------------------------------|--|------------------------------------|------------------------------------|
| | Positively influences climate | Has no influence on climate | Negatively influences climate | Would positively influence climate | Would have no influence on climate | Would negatively influence climate |
| Providing diversity and equity training for students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity and equity training for staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity and equity training for faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing opportunities for cross-cultural dialogue among students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increasing opportunities for cross-cultural dialogue between faculty, staff and students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing effective faculty mentorship of students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing effective academic advising. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity training for student staff (e.g., University Center/Student Center, resident assistants). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing affordable childcare. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing adequate childcare resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing support/resources for spouse/partner employment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing adequate social space. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

80. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

81. This survey has asked you a lot of questions about your experiences and perceptions related to climate issues. In your time at UTC do you know of any students who have left the institution related to issues addressed earlier in the survey, and if so please share why you believe they left the institution.

82. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

83. Do you have any specific recommendations for improving the campus climate at UTC?

84. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

Your participation in this student experience survey is very important. We value your voice, and we appreciate your time and input. To thank you, we are offering you a chance to win:

- 40, \$25 Amazon gift cards
- 2, \$500 Visa gift cards
- 240, Power C Sweatshirts
-

Entering the prize drawing is optional and your survey answers and your contact information are not linked together in any way. Your answers are completely confidential and all information is stored separately.

To be eligible to win, click the link below and provide your email address.

Please submit only one entry per person; duplicate entries will be discarded. Winners will be selected by a random drawing:

<https://tiny.utk.edu/surveyresponse>

All cash/gift card awards given by the University must be included in student financial aid packages, if applicable. Please note that acceptance of this gift could impact the amount of financial aid you are eligible to receive if you already receive the maximum amount of aid for which you qualify. Please consult with your tax professional or your financial aid office if you have questions.

As a reminder, responses to this survey are not considered official notice to The University of Tennessee about conduct prohibited by University policies for purposes of triggering a University obligation to investigate or otherwise respond to a particular incident disclosed in your responses to this survey.

We recognize that answering some of the questions on this survey may have been difficult for people. If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

<http://www.UTC.edu/resources>
